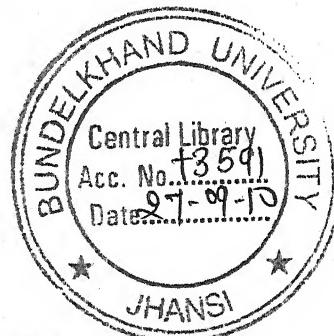


A Comparative Study of Emotional Intelligence, Mental Health and Achievement Motivation of General, OBC and SC Male & Female Students

*A THESIS
SUBMITTED FOR THE DEGREE OF
Doctor of Philosophy
in
PSYCHOLOGY
OF
BUNDELKHAND UNIVERSITY, JHANSI*



by
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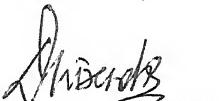
Dec. 2005

DEPARTMENT OF PSYCHOLOGY
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Declaration

I hereby declare that the thesis entitled "**A Comparative study of Emotional Intelligence, Mental Health and Achievement Motivation of General, OBC, SC male and female students**" being submitted to Bundelkhand University, Jhansi for the Degree of Doctor of Philosophy in Psychology is an original piece of research work done by me and to the best of my knowledge and belief the thesis or any part of the thesis has not been published in any other University or Examining Body in India or abroad earlier.

Date:


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CERTIFICATE

Certified that the present thesis entitled "A Comparative study of Emotional Intelligence, Mental Health and Achievement Motivation of General, OBC, SC male and female students " by Dhirendra Kumar Gupta embodies the work carried out by him under my supervision and that this work has not been submitted elsewhere for a degree. Mr. Gupta has put in more than 200 days of attendance during this work.

Dr. Deep Shikha Mittal

Acknowledgement

The present thesis is not only schematic interpretation in the light of depth of psychology but the effort is to present the effect of the Caste.

I cannot close these prefatory remarks without expressing my gratitude to all those who helped me in the preparation of the present work.

The present thesis was flagged off by my learned Supervisor Dr. (Mrs.) Deep Shikha Mittal, Reader, Department of Psychology, Bundelkhand College, Jhansi, who is implicitly throughout the pages of the thesis and tribute for giving valuable suggestion for final preparation of the manuscript before submitting.

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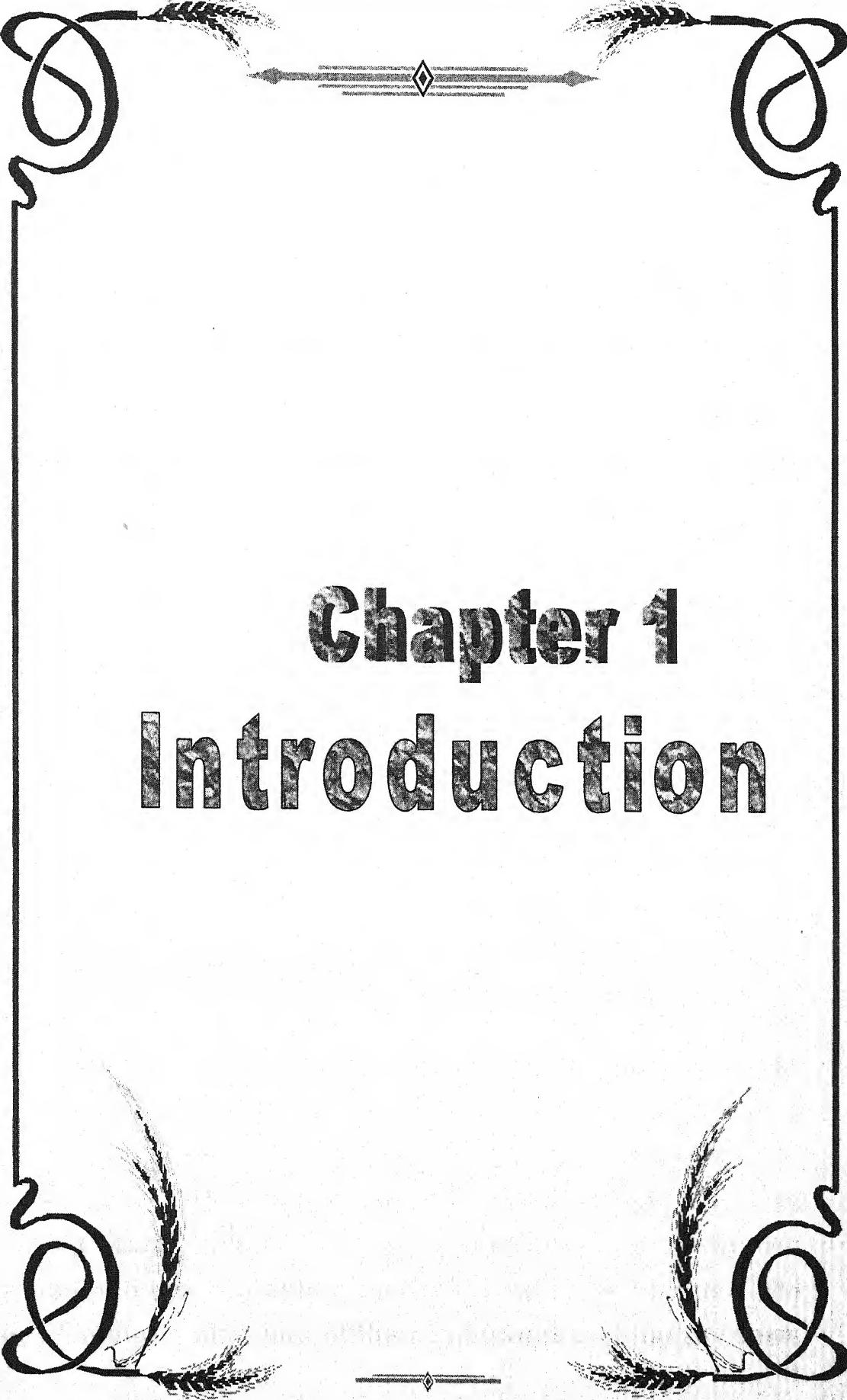
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Chapter 1

Introduction

Introduction

(A) Selection of Research Problem and its Logical Base –

A caste may be defined as a group of families internally united by some rules for the observance of ceremonial purity, especially in the matters of family's diet and marriage. The rules, which bind together a group of families, also serve to separate it from all other groups. The family's forming a caste may or may not be restricted to any particular occupation and may or may not have tradition to it is determined by birth only and no change from one caste to another is permissible. The system gradually developed into an inspirable part of our social life. In the initial stages of its development it was based on functions only but as the time passed it degenerated and becomes close to the tyranny of one class over the other. The watertight compartments of the Jati-system are due to later Brahmanas interpretation of term VARNA. The superiority of the Brahmins and their superior standard of Dharma mark the first stage of the caste system.

With the growing realization of the fact that this centuries old "VARNA VYAVASTAH" has seriously impaired the overall development of society. In sharp contrast to the purity of a Brahman, a Sweeper born of Sweeper parents is considered to be born inherently polluted. The involvement of sweeper with cleaning feces from latrines and sweeping public lanes filth accords with their low status position at the bottom of the Hindu caste hierarchy. Members of the Leatherworker (Chamar) caste

are ascribed a very low status constant with their association with the cast occupation of skinning dead animal and training the leather.

There are many Indians, particularly among the educated urban elite, who do not follow traditional purity and pollution practices. In modern Indian the term caste is used for "JAT". British used two terms to describe Indian communities. Castes and tribes. The term caste was used for Jats and tribes were those communities who were lived deep in jungles.

According to central government policy three category General, Schedule caste / Schedule tribe and Other backward classes defined in constitutions of Indian. In which 15% of India's populations are Scheduled Caste and 15% of government jobs and admission are reserved for SC. Schedule tribes about 7.5% places are reserved and 27% a huge amount of reservation reserved for OBC.

In modern India new tensions were created because of these positive discrimination policies. The high caste communities feel discriminated by the government policy of reserve positions for the Backward Classes. In many cases a large number of high caste members compete for a few places reserved for them. While the Backward classes members do not have to compete at all because of the large number of reserved classes are accepted even though they are not suitable. Sometimes some reserved positions remain unmanned because there were few candidates from the lower classes causing more tension between the castes. Between the lower castes there are also tensions over reservation.

In August 1990, Prime Minister Vishwanath Pratap Singh announced his intention to enforce the recommendations of the Backward Classes Commission (Mandal Commission) resulted in riots and self-immolations and contributed to the fall of the prime minister. The upper caste have been particularly adamant against these policies because unemployment is a major problem in India, and many feel that they are being unjustly excluded from posts for which they are better qualified than over-caste applications. However, despite all these special treatments including financing help, Social development packages don't seem to be very effective.

Keeping in view the above mentioned present study role of some of the psychological variables Achievement Motivation, Mental Health and Emotional Intelligence to find out their social development facilitation. The purpose of the research is to present a literature review to compare the level of Achievement Motivation, Mental Health and Emotional Intelligence of General, Schedule Caste and Other Backward Classes students.

Thus the following research problem is selected for the present research.

"A Comparative study of Emotional Intelligence, Mental Health and Achievement Motivation of General, OBC, SC male and female students"

(B) Description of variables –

(I) Caste –

Castes are ranked, named, endogamous (in-marriage) groups, membership in which is achieved by birth. There are thousands of castes and sub castes in India, and these large kinship-based groups are fundamental to South Asian social structure. Each caste is part of a locally based system of interdependence with other groups, involving occupational specialization, and is linked in complex ways with networks that stretch across regions and throughout the nation.

The word *caste* derives from the Portuguese *caste*, meaning breed, race, or kind. Among the Indian terms that are sometimes translated as caste are *varna* (see Glossary), *jati* (see Glossary), *jat*, *biradri*, and *samaj*. All of these terms refer to ranked groups of various sizes and breadth. *Varna*, or color, actually refers to large divisions that include various castes; the other terms include castes and subdivisions of castes sometimes called subcastes.

India has a hierarchical caste system in the society. Within Indian culture, whether in the north or the south, Hindu or Muslim, urban or village, virtually all things, people, and groups of people are ranked according to various essential qualities. Castes systems in India and caste like groups those quintessential groups with which almost all Indians are associated are ranked. Within most villages or towns, everyone knows the relative rankings of each locally represented caste, and people's behavior toward one another is constantly shaped by this knowledge. Between the extremes of the very high and very low

castes, however, there is sometimes disagreement on the exact relative ranking of castes clustered in the middle.

Castes systems in India are primarily associated with Hinduism but also exist among other Indian religious groups. Muslims sometimes expressly deny that they have castes they state that all Muslims are brothers under God but observation of Muslim life in various parts of India reveals the existence of caste like groups and clear concern with social hierarchy. Throughout India, individuals are also ranked according to their wealth and power. For example, there are "big men" (*bare admi*, in Hindi) and "little men" (*chhote admi*) everywhere. "Big men" sit confidently on chairs, while "little men" come before them to make requests, either standing or crouching down on their haunches, certainly not presuming to sit beside a man of high status as an equal. Even men of nearly equal status who might share a string cot to sit on take their places carefully--the higher-ranking man at the head of the cot, the lower-ranking man at the foot.

Even in a business or academic setting, where colleagues may not openly espouse traditional observance of caste or class ranking behavior, they may set up fictive kinship relations, addressing one another by kinship terms reflecting family or village-style hierarchy. For example, a younger colleague might respectfully address an older colleague as *chachaji* (respected father's younger brother), gracefully acknowledging the superior position of the older colleague.

Purity and Pollution

Many status differences in Indian society are expressed in terms of ritual purity and pollution. Notions of purity and pollution are

extremely complex and vary greatly among different castes, religious groups, and regions. However, broadly speaking, high status is associated with purity and low status with pollution. Some kinds of purity are inherent, or inborn; for example, gold is purer than copper by its very nature, and, similarly, a member of a high-ranking Brahman (see Glossary), or priestly, caste is born with more inherent purity than a member of a low-ranking Sweeper (Mehtar, in Hindi) caste. Unless the Brahman defiles himself in some extraordinary way, throughout his life he will always be purer than a Sweeper. Other kinds of purity are more transitory a Brahman who has just taken a bath is more ritually pure than a Brahman who has not bathed for a day. This situation could easily reverse itself temporarily, depending on bath schedules, participation in polluting activities, or contact with temporarily polluting substances.

Purity is associated with ritual cleanliness--daily bathing in flowing water, dressing in properly laundered clothes of approved materials, eating only the foods appropriate for one's caste, refraining from physical contact with people of lower rank, and avoiding involvement with ritually impure substances. The latter include body wastes and excretions, most especially those of another adult person. Contact with the products of death or violence are typically polluting and threatening to ritual purity.

Members of the highest priestly castes, the Brahmans, are generally vegetarians (although some Bengali and Maharashtrian Brahmans eat fish) and avoid eating meat, the product of violence and death. High-ranking Warrior castes (Kshatriyas), however, typically

consume nonvegetarian diets, considered appropriate for their traditions of valor and physical strength.

In sharp contrast to the purity of a Brahman, a Sweeper born of Sweeper parents is considered to be born inherently polluted. The touch of his body is polluting to those higher on the caste hierarchy than he, and they will shrink from his touch, whether or not he has bathed recently. Sweepers are associated with the traditional occupation of cleaning human feces from latrines and sweeping public lanes of all kinds of dirt. Traditionally, Sweepers remove these polluting materials in baskets carried atop the head and dumped out in a garbage pile at the edge of the village or neighborhood. The involvement of Sweepers with such filth accords with their low-status position at the bottom of the Hindu caste hierarchy, even as their services allow high-status people, such as Brahmans, to maintain their ritual purity.

Members of the Leatherworker (Chamar) caste are ascribed a very low status consonant with their association with the caste occupation of skinning dead animals and tanning the leather. Butchers (Khatiks, in Hindi), who kill and cut up the bodies of animals, also rank low on the caste hierarchy because of their association with violence and death.

In a clear example of pollution associated with dining, a Brahman who consumed a drink of water and a meal of wheat bread with boiled vegetables from the hands of a Sweeper would immediately become polluted and could expect social rejection by his caste fellows. From that moment, fellow Brahmans following traditional pollution rules

would refuse food touched by him and would abstain from the usual social interaction with him. He would not be welcome inside Brahman homes most especially in the ritually pure kitchens nor would he or his close relatives be considered eligible marriage partners for other Brahmins.

In modern India the term caste is used for Jat and also for Varna. The term, caste was used by the British who ruled India until 1947. The British who wanted to rule India efficiently made lists of Indian communities. They used two terms to describe Indian communities. Castes and Tribes. The term caste was used for Jats and also for Varnas. Tribes were those communities who lived deep in jungles, forests and mountains far away from the main population and also communities who were hard to be defined as castes for example communities who made a living from stealing or robbery. These lists, which the British made, were used later on by the Indian governments to create lists of communities who were entitled for positive discrimination.

The castes, which were the elite of the Indian society, were classified as high castes. The other communities were classified as lower castes or lower classes. The lower classes were listed in three categories –

The first category is called **Scheduled Castes**. This category includes in it communities who were untouchables. In modern India, untouchability exists at a very low extent. The untouchables call themselves Dalit, meaning depressed. Until the late 1980s they were called Harijan, meaning children of God. This title was given to them by

Mahatma Gandhi who wanted the society to accept untouchables within them.

The second category is **Scheduled Tribes**. This category includes in it those communities who did not accept the caste system and preferred to reside deep in the jungles, forests and mountains of India, away from the main population. The Scheduled Tribes are also called Adivasi, meaning aborigines.

The third category is called sometimes **Other Backward Classes (OBC)** or **Backward Classes (BC)**. This category includes in it castes who belong to Sudra Varna and also former untouchables who converted from Hinduism to other religions. This category also includes in it nomads and tribes who made a living from criminal acts.

According to the central government policy these three categories are entitled for positive discrimination. Sometimes these three categories are defined together as Backward Classes. 15% of India's populations are Scheduled Castes. According to central government policy 15% of the government jobs and 15% of the students admitted to universities must be from Scheduled Castes. For the Scheduled Tribes about 7.5% places are reserved which is their proportion in Indian population. The Other Backwards Classes are about 50% of India's population, but only 27% of government jobs are reserved for them.

Along with the central government, the state governments of India also follow a positive discrimination policy. Different states have different figures of communities entitled for positive discrimination based on the population of each state. Different state governments

have different lists of communities entitled for positive discrimination. Sometimes a specific community is entitled for rights in a particular state but not in another state of India.

In the order of priority for a reserved place of the Backward Classes, candidate from the Scheduled castes is preferred over a candidate from the Scheduled Tribes who is preferred over a candidate from the other Backward Classes. As stated earlier Other Backward Classes are about 50% of India's population but only 27% of the Other Backward Classes are entitled for positive discrimination according to central government policy. Some Other Backward Classes communities are organizing politically to be recognized as Backward Classes entitled for positive discrimination.

The Scheduled Tribes who are seen as the aborigines of India got ownership and certain rights over Indian land. Many communities in India claim also to be aborigines of India and they are claiming the same rights as the Scheduled Tribes.

The caste identity has become a subject of political, social and legal interpretation. Communities who get listed as entitled for positive discrimination do not get out of this list even if their social and political conditions get better. In many cases the legal system is involved to decide if a certain person is entitled for positive discrimination.

But with all this positive discrimination policy, most of the communities who were low in the caste hierarchy remain low in the social order even today. And communities who were high in the social hierarchy remain even today high in the social hierarchy. Most of the degrading jobs are even today done by the Dalits, while the Brahmins

remain at the top of the hierarchy by being the doctors, engineers and lawyers of India.

Educationally, Dalit students have benefited from scholarships, and Scheduled Caste literacy increased (from 10.3 percent in 1961 to 21.4 percent in 1981, the last year for which such figures are available), although not as rapidly as among the general population. Improved access to education has resulted in the emergence of a substantial group of educated Dalits able to take up white-collar occupations and fight for their rights.

Divisions According to Qualification

The social body should work as a coordinated unit with different members of the society acting in their respective positions as brahmanas, ksatriyas, vaisyas and sudras according to their qualities. The result will be a happy, peaceful and efficient society.

The Brahmanas – Although all members of the social body are important, as the brahmanas are the intelligent class directing society by giving guidance and advice to the king or government (ksatriyas), it is vital that they be properly qualified. If the head of society is not functioning properly the whole social body is in trouble. All over the world we are seeing misguided governments make the lives of their citizens hell, simply because they have no qualified brahmanas to give them advice.

The vaisyas – The vaisyas are responsible principally for the production food and the protection of the cows. It is the duty of the *brahmanas* to understand the Vedic Scriptures and

give guidance to the *ksatriya* government and military who, in turn give directions to the *vaisyas* and the *sudras*. The qualities of a *vaisya* are given in the *Bhagavad-Gita* as farming, cow protection and business and they work to provide the society with the required food, clothing and other goods.

The sudras –The *sudras* have little intelligence and must therefore be engaged in the service of one of the other three classes. Their occupation is to perform manual labor, give service and to engage in arts and craftsmanship. The *sudras* are unable to support themselves independently therefore they must take shelter of an employer who can direct and provide for them. It is described in this age of Kali almost everyone is a *Sudra*. We can actually see society is now so degraded that practically everyone must work as a *Sudra* by serving an employer

The ksatriyas –The *ksatriyas* take the positions of king or politicians and the military. They administer society according to the directions and advice of the *Brahmans*. Their qualities are given in the *Bhagavad-Gita* as heroism, power, determination, resourcefulness, and courage in battle, generosity and leadership.

Divisions According to Constitution

General –

Indan constitution describe the general as Varna Ashram system of ancient historical culture. Ancient culture describe that Brahmanas, Ksatriyas, Vaisyas etc. are high society people. They are honest,

intelligence and also rich so they can survive and make their status in society.

As that system constitution describe that Brahmin, Rajput, Kayasthas, Vaishya, Jain, Punjabi Khatri (only Hindus), Sindhi are some caste that are sociely adjusted and have a status in their society. So these caste have not any benefits for their development. These called general.

Scheduled Castes and Tribes –

Scheduled Castes & Scheduled Tribes are communities that are accorded special status by the Constitution of India. These communities were considered 'outcastes' and were excluded from the Chaturvarna system that was the social superstructure of Hindu society in the Indian subcontinent for thousands of years. These castes and tribes were relegated to the most menial labour, with no possibility of upward mobility and degenerated into the most economically and socially backward of communities in the region.

The Scheduled Caste people are also known as Dalits; Scheduled Tribe people are also referred to as Adivasis. Gandhi used the terms Harijan and Girijan respectively

Other Backward Class –

The Other Backward Classes (or OBCs) in India are a group of castes officially recognized as being traditionally subject to exclusion, while still having a higher status than scheduled castes or scheduled tribes. OBCs comprise about half of India's population, and are entitled to 27% of the job reservations in government employment. In India's constitution, OBCs are described as "socially and educationally

backward classes", and governments are enjoined to ensure their social and educational development

(II) Achievement Motivation –

The desires to succeed and to excel are called achievement needs. Achievement motivation is basic to a good life. Achievers, as a whole, enjoy life and feel in control. Being motivated keeps us productive and gives us self-respect. Where and how achievement needs are learned are complex, intriguing, and important questions. David McClelland, et al. (1953) and John Atkinson (1981) have contributed greatly to this area of study. They began by developing a measure of the need to achieve. Using the TAT, a test which asks you to make up stories about pictures, they found that persons with high achievement needs can be identified by the stories they tell, namely, more stories about striving for excellence, overcoming obstacles, or accomplishing some difficult goal. Other researchers (Jackson, Ahmed, and Heapy, 1973) suggested that achievement needs are made up of several factors:

1. Wanting approval from experts
2. Wanting to make money
3. Wanting to succeed on our own
4. Wanting respect from friends
5. Wanting to compete and win
6. Wanting to work hard and excel

Thus, one high achiever might strive primarily to make money while another person, equal in overall need to achieve, would concentrate on gaining respect and status from friends, and so on, depending on our past experience.

Farmer –

“Understanding the factors that affect achievement is important because motivation affects achievement and level of occupation” (Farmer, 1985).

Murray –

Described *achievement motivation* as the desire to “accomplish something difficult... to overcome obstacles and attain a high standard; to excel oneself” (1938, p. 164).

Burger (1997) –

Indicated that high-need achievers are moderate risk takers, have an energetic approach to work, and prefer jobs that give them personal responsibility for outcomes.

McClelland and Pilon (1983) –

Proposed that parents promoted the need for achievement by providing support and encouragement.

However, as ***Burger*** indicated, it is important that parents provide enough support to allow the child to develop a sense of personal competence without robbing the child of independence and initiative (1997).

That is, parents must reward their children’s accomplishments, but too much involvement might leave the child with an undermined sense of accomplishment.

The following definitions of motivation were gleaned from a variety of psychology textbooks and reflect the general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction (see Kleinginna and Kleinginna, 1981a).

- Internal state or condition that activates behavior and gives it direction;
- Desire or want that energizes and directs goal-oriented behavior;
- Influence of needs and desires on the intensity and direction of behavior.

Franken (1994) provides an additional component in his definition:

- The arousal, direction, and persistence of behavior.

While still not widespread in terms of introductory psychology textbooks, many researchers are now beginning to acknowledge that the factors that energize behavior are likely different from the factors that provide for its persistence.

One classification of motivation differentiates among achievement, power, and social factors (see McClelland, 1985; Murray, 1938, 1943). In the area of achievement motivation, the work on goal-theory has differentiated three separate types of goals: **mastery goals** (also called learning goals) which focus on gaining competence or mastering a new set of knowledge or skills; **performance goals** (also called ego-involvement goals) which focus on achieving normative-based standards, doing better than others, or doing well without a lot of effort; and **social goals** which focus on relationships among people

(see Ames, 1992; Dweck, 1986; Urdan & Maehr, 1995). In the context of school learning, which involves operating in a relatively structured environment, students with mastery goals outperform students with either performance or social goals. However, in life success, it seems critical that individuals have all three types of goals in order to be very successful.

One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks, which will provide an interesting challenge, but still keep the high expectations for success.

How do we learn to have a high or low need for achievement? It comes partly from our childhood. Although the conclusions are not certain, Weiner (1980, p. 216-218) says a high achieving male tends to have rejecting parents who expect him to become independent early, make high demands on him, reward his success, and/or punish unsatisfactory behavior (which increases the fear of failure). Rather surprisingly, both loving-accepting (undemanding?) and dominant (over controlling?) fathers tend to have less ambitious sons. However, sons of managers and owners have much higher needs to achieve than sons of fathers with routine jobs (Byrne & Kelley, 1981).

Notice in the last paragraph I was talking only about males. What about females? The research in this area for many years found very

different results with each gender, so researchers avoided achievement studies with women. More recently this has changed and serious concern has been given to the impact of socially defined gender-roles on behavior. For instance, children's books were found to describe boys as active, effective, and achieving, while girls were described as watching the boys, being a boy's helper, or just tagging along (Weitzman, Eifler, Hokada, & Ross, 1972). Furthermore, an experiment showed that genderist stories actually had immediate impact on the behavior of nursery school children. Girls were more active and persistent in their work if they had heard stories picturing girls that way (McArthur & Eisen, 1976). This is just one minor example. Our needs and goals and self-concepts come from thousands, maybe millions, of experiences. We'll study gender-roles more in chapter 9.

What are the family backgrounds of females with high needs to achieve? They tend to have nontraditional, permissive parents who reward their achievements. The mother plays a crucial role, as does the father for males. Tenth grade girls who feel most competent (this is related to high career goals but not exactly the same as high achievement needs) had mothers who placed high value on their being independent, successful, and ambitious but low value on self-control and being responsible (Baruch, 1976). More research is needed here. There seems to be a fine line between a parent being very encouraging and being overly dominated. Being over-protective is clearly harmful.

In contrast with the research just cited about what an achiever's parents are actually like, achievement specialists recommend having a somewhat different kind of parent. Johnson (1984) says achievers are

produced by parents who let them go on their own, let them set their own goals, and make their own mistakes. These parents encourage high but appropriate goals, respect the child's abilities, take and show great pleasure from the child's successes, and give lots of praise. They let the child try hard on their own before giving suggestions or help, but they give help before the child gives up. They don't do the task for the child nor insist that it be done "my way."

In general, educators believe that high achievers have respectful, praising, optimistic, supportive, hard working parents who are themselves learning and success oriented. These parents expect each person in the household to do their share of the chores and to follow reasonable rules. They talk with each other about their work and studies.

Atkinson (1957; 1981) suggested it is much more complicated than just a single need making us do something, although that's part of it. Borrowing a lot from learning theory, he says three factors determine behavior:

A large number of competing motives or needs are striving for expression at the same time, such as the need for achievement, the need for close relationships, the need for power, and the need to be cared for by others. Besides the conflict among many motives, the theory assumes there is a conflict between the hope of success and the fear of failure, i.e. an approach-avoidance conflict over each goal. The fear of failure can keep us from trying in school, just as the fear of rejection can keep us from getting emotionally involved with someone.

The strength of the approach and avoidance tendencies is determined by the relative strength of the needs to achieve and the needs to avoid failure (or success), plus the next two factors.

What we expect to happen if we follow a certain course of action. We observe the situation and, based on our past experience, estimate the likelihood of success and the chances of something bad happening, depending on what we do. Having some hope is necessary, but it is not a simple situation. As discussed in attribution theory later, a highly motivated achiever may utilize complex optimistic or pessimistic cognitive strategies (Cantor, 1990). For example, an optimistic, high achieving student may seek out friends who value and reinforce his/her successes in school, he/she frequently re-lives in fantasy his/her past accomplishments and dreams of the future, and he/she may relax with friends before an exam. This is called "illusory glow" optimism because such a person nurtures and protects his/her self-esteem and confidence. They expect to do very well, they work very hard, they enjoy their successes, and, if they should fail, they automatically and immediately apply an "I couldn't help it" defense of the ego (and optimistically take on the next challenge).

On the other hand, **Cantor** describes the high achieving "defensive pessimist" as defending his/her self-esteem before the test, not afterwards. Such a student expects to do poorly or, at least, anticipates a variety of possible stumbling blocks. He/she works very hard, preparing especially well for the anticipated difficulties. He/she uses the high-test anxiety and stresses as a motivator, not as something to avoid, and then takes an "I expected it" attitude towards the rare failure that does occur (and with anxious excitement

systematically attacks the next challenge). This strategy is very different from the pessimistic student who "bad mouths" him/herself after a failure: "I'm such an idiot," "I'm so lazy," etc. Such a pessimist is likely to gradually lower his/her expectations and goals, and perform more and more poorly until eventually becoming a total pessimist who has no hope, expects to fail and, therefore, doesn't try.

Both the "illusory glow" optimist and the "defensive" pessimist are challenged by hard tasks; achieving is important, gratifying, and absorbing for them; they see themselves as having considerable control over the situation and stick with the task, even though it is hard and occasionally disappointing. Compare these achievers with the underachievers described later.

How motivated we are depends on (1) the strength of fairly consistent motives or needs inside of us, (2) our expectation of what outcomes certain actions will produce, and (3) how badly at this time we want a certain payoff over all the other wants we have and over the risks we face. The needs, expectations, and incentives are mostly learned; together these factors (our motivation) largely determine what we do and how far we get in life. Although the past experiences related to these factors are unalterable, we can change these factors that influence our lives so enormously. That's the beauty of being human. What does the theory about achievement needs tell us about self-help? Let's consider John, the procrastinator, again.

Parents and teachers train children to be independent and achievers (Winterbottom, 1958) and to fear failure (Teevan & McGhee, 1972). Being rewarded for striving increases our achievement motive;

being punished for unsatisfactory behavior--and having our successes disregarded--leads to a fear of failure. To the extent we are self-reinforcing, we could presumably increase our achievement motivation by emphasizing our successes and simply using our failures as cues for us to try harder.

How to Get Motivated

Humans are motivated by many things--psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status...), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on. All at the same time.

"Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education alone will not; the world is filled with educated derelicts. Persistence and determination alone are omnipotent."

-Calvin Coolidge, former President of the United States

The Importance of Setting Effective Goals

In any area where we are hoping to self-improve, both short-term and long-range goals are needed. If your long-term goals clearly contribute to your most important values and your philosophy of life, they should be more motivating. Good goals are fairly hard--they

stretch us--but they are achievable taking small steps at a time. As much as possible, you should explicitly describe your goals in terms of very specific behaviors. Danish, Petitpas & Hale (1995) provide examples of specific behaviors in sports psychology:

- Physical skills--"I'll do 3 more sit ups and 3 more push ups this week than I did last week."
- Cognitive skills--"I'll develop some self-talk that should reduce my fears and improve my batting."
- Gain knowledge--"I'll learn more about exercising to prevent my back from hurting."
- Courage--"I'll practice batting against a very fast pitcher for two weeks, then I'll try out for the school team."
- Social support--"I'll talk to the coach about batting; I'll make friends with guys/girls on the team."

Positive objectives are usually more motivating than negative ones, e.g. "I want to bat over .300" is a better goal than "I'd like to be less scared of the ball." Certainly, the more appealing goals are something *you* want, not something imposed on you. Mastery-oriented people, realizing success depends on their skills, become more self-directed, work harder, achieve a higher level of performance, and get more enjoyment out of the activity. In contrast, according to **Murphy (1995)**, "performance"-oriented people are more likely to strive for attention and view beating others as a "life or death" matter (in this case, failure is interpreted as "I don't have the ability" and interest declines).

Social-emotional Functioning

During early adolescence, given the many biopsychosocial changes young people are facing, non-ability and non-academic motivational processes such as an adolescent's feelings of emotional well-being or distress are also important in predicting their in-school behavior. Theoretically, we know that managing concerns about body image and social standing with peers becomes extremely important during these years, with academic concerns being seen as secondary to these concerns (Simmons and Blyth, 1987; Harter, 1990). To the extent that students are successfully addressing non-academic developmental issues such as making friends, affiliating with a peer group, and feeling good about their changing bodies, they may be more "mentally healthy" and therefore have more resources to invest in learning. To the extent they are experiencing stress coping with these many changes, they may be more likely to experience social or emotional difficulties and consequently, be less engaged in school (Simmons and Blyth, 1987; Boekaerts, 1993). It also seems to be the case that some students remain engaged in school despite experiencing social-emotional stress and distress during these years (Luthar, 1995; Roeser et al., 1998a).

Considering Motivation and Social-emotional Functioning Together

We believe it is fruitful to examine how early adolescents' coping with and adjustment to both the middle school learning environment, and to the broader developmental challenges confronting them is important for understanding their engagement in learning in the near term, and their educational achievement and attainments over the long term. In this study, we assume that (a) academic motivational variables

index how well adolescents are adjusting to, coping with, and meeting the academic demands of the middle school environment; and (b) that social-emotional variables such as feelings of esteem, sadness or anger index how well adolescents are adjusting to and coping with the non-academic challenges of puberty, a new body image, and social role changes (Harter, 1990). We also assume that collectively, these two sets of factors are important precursors to students' engagement or disengagement in the classroom, given that relations between these kinds of variables and indicators of general school conduct and achievement over time have already been documented (Roeser et al., 1998a).

The social-cognitive approach: As a student, are you learning or image oriented?

According to Dweck (1986) and other researchers, there are two basic types of students: (a) **learning oriented** --those wanting to learn and gain competence and (b) **image oriented** --those wanting to look smart and/or avoid looking dumb. We all want to build our self-esteem but we try to do it in different ways. While over-simplified, there are clusters of findings crudely associated with these two types. Understanding these types may help the schools help students and each student self-help.

Learning oriented students see intelligence as changeable ("I can learn to learn this stuff" or "I can get smarter"). They enjoy learning, often fascinated with special topics, such as dinosaurs, geography, some phase of history, politics, women's rights, pollution, nutrition, etc. They see low grades as due to a lack of effort or a poor strategy, which they can change. Pride is based on amount of effort they put in, not on looking smart. They work hard. Being unchallenged is boring and offers

no chance to test or prove them. Thus, even if they don't feel they are real bright, they will take on tough, challenging intellectual tasks, risking failing on an assignment. More boys take this attitude than girls.

Image oriented students see intelligence as permanently fixed. They consider it very important that others see them as smart or, at least, not stupid or naive. Since doing well is assumed to be due to brains and not effort, there isn't much need to work hard. In fact, if a person has to work hard to learn something, that suggests they aren't very smart. And, if you do poorly, there isn't anything you can do about it. You were born that way. Naturally, such a person would avoid difficult challenges if doing poorly seemed likely (especially true of bright girls or women). They tend to be less curious, less interested in new ideas and in learning about themselves. Their pride is based on good impression management, not on honest, careful estimates of their ability. They avoid testing their limits. Thus, the student's level of confidence is shaky--one low quizzes score, one criticism of them, one foolish statement by them raises their own doubts about their intelligence. Even high achievers fall into this trap; their worry about their image reduces the intrinsic satisfaction they get out of learning.

School and Achievement

Schools have recently attempted to build students' self-esteem, sacrificing perhaps the acquisition of knowledge. Three popular principles guide many teachers: give lots of positive reinforcement, expect students to do well (self-fulfilling prophesy), and build the students' self-esteem. All sound commendable. All may be harmful in certain circumstances. Examples: Expecting and rewarding success on easy assignments does not encourage a student to tackle hard tasks.

Being "successful" on easy tasks doesn't build self-confidence it makes students feel dumber? Children know their limits aren't being tested. Students are being misled if they are subtly taught that it is easy to succeed as a student. That's a lie. It's deceptive because you haven't been encouraged to dig deeply into topics, to feel the delight of uncovering fascinating new knowledge until you know more about a topic than anyone else, to realize the depth and complexity and wonder associated with almost any subject, to interact with others who know more and are also excited about learning in many areas, etc.

The relationship of motivation and emotion

Emotion (an indefinite subjective sensation experienced as a state of arousal) is different from motivation in that there is not necessarily a goal orientation affiliated with it. Emotions occur as a result of an interaction between perception of environmental stimuli, neural/hormonal responses to these perceptions (often labeled feelings), and subjective cognitive labeling of these feelings (Kleinginna and Kleinginna, 1981b). Evidence suggests there is a small core of core emotions (perhaps 6 or 8) that are uniquely associated with a specific facial expression (Izard, 1990). This implies that there are a small number of unique biological responses that are genetically hard-wired to specific facial expressions. A further implication is that the process works in reverse: if you want to change your feelings (i.e., your physiological functioning), you can do so by changing your facial expression. That is, if you are motivated to change how you feel and your feeling is associated with a specific facial expression, you can change that feeling by purposefully changing your facial expression.

Since most of us would rather feel happy than otherwise, the most appropriate facial expression would be a **smile**.

Theory of Achievement Motivation

The theory of achievement motivation has undergone extensive modifications and elaborations in the last two decades. Atkinson (1966) has added some corrections. Raynor (1969), Raynor and Atkinson have proposed major revisions. However, the original theoretical formulation of n-ACH has drawn inspiration from earlier work of Lewin et al.(1944), Tolman (1955), Rotter (1954) and Edwards (1954,1955). The theory is basically woven around three types of variables i.e. (a) motives of achieve success (Ms) and to avoid failure (Maf), (b) subjective probability of success (Ps) and of failure (Pf), and (c) incentive values of success (Is) and of failure (If). All types of achievement-oriented behaviors are interpreted as multiplicative and summative functions of these variables. Following Reveille and Michaels (1976) the theory of n-Ach can be stated with the help of the following postulates:

Postulate 1: The tendency to engage in an achievement oriented activity (Ts) is a multiplicative function of the motive to approach success (Ms), of the incentive value of success in that activity (Is), and of the subjective probability of successfully completing that activity (Ps):

$$Ts = Ms \times Is \times Ps.$$

Postulate 2: The incentive value of an achievement task is equal to the complement of the probability of success. Thus , the incentive

value of an achievement task is equal to the probability of failure on the task:

$$Is = Pf = 1 - Ps$$

Postulate 3: The tendency to avoid engaging in a task that might result in failure (Taf) is a multiplicative function of the strength of the motive to avoid failure (Maf), of the (negative) incentive value of failure (If), and the probability of failure (Pf):

$$Taf = Maf \times If \times Pf$$

Postulate 4: The incentive value of failure is equal to the negative of the probability of success:

$$If = - Ps$$

Postulate 5: The resultant tendency (Tr) to engage in an achievement task is the algebraic sum of the tendency to engage in a achievement task, of the tendency to avoid engaging in a task that might result in failure, and of other extrinsic motivational tendencies (Text):

$$Tr = Ts + Taf + Text$$

Postulate 6: The motivation induced by an ultimate goal (Trn) is the sum of the motivations induced by each separate sub goal.

Postulate 7: An action tendency, once aroused, will persist, until expressed in behaviour.

In fact, 'n-Ach' relates to accomplishment, mastering, manipulating, and organizing the physical and social environment; overcoming obstacles and maintaining high standards of work; completing through striving to excel one's previous performance, as well as reveling and surpassing others; and the like (Lindgren, 1973; p. 105). Individual's high n-Ach is more likely to approach achievement related activities than those low in this motivational disposition, because they tend to ascribe success to themselves and hence experience greater reward for goal attainment. It has also been observed that persons high in n-Ach persist longer, given failure, than those, low in the motivational tendency because they are more likely to ascribe the failure to lack of efforts, and less likely to attribute failure to a deficiency in ability. Also individuals high n-Ach choose tasks of intermediate difficulty with greater frequency than individuals low in Ach because performance at those tasks is more likely to yield information about one's capability than selection of tasks which are very easy or extremely difficult. Thus it can be easily discerned that n-Ach assumes a decisive status in organization of human behaviour.

Measurement of Achievement Motivation –

The Projective Techniques – In many ways the most intriguing and least understood of all n-Ach tests are those involving inkblots, ambiguous pictures, and incomplete sentences. The subject's response in these nebulous situations is presumed to arise largely from within him rather than from the external stimulus, which has little structure. These tests are referred to as projective.

Thematic Apperception Tests – The assumption underlying the T.A.T. is that the meaning, which we see in a picture, reveals something of our past experience, feelings, attitudes and motives.

In taking T.A.T. the subject is shown ambiguous pictures and asked to make up a story for each one. The themes in these stories are likely to involve conflict, affection, fear, contentment or achievement, assumed to be determined partly by the subject's underlying concerns, and it is not for one theme to recur again and again.

Inventories – Also Inventories can be made for measuring different social motivation factor. In these inventories represent some questions that related from social motivation factor and towards each question a rating list or scale present.

(III) Emotional Intelligence –

The Concept –

What do happiness; fear, anger, affection, shame, disgust, surprise, lust, sadness, elation and love have in common? These are emotions, which directly affect our day-to-day life. For long, it has been believed that success at the workplace depends on your level of intelligence or intelligence quotient (IQ) as reflected in our academic achievements, exams passed, marks obtained etc. All these are instances of intelligence of the academic variety. But how bright are we outside the classroom, faced with life & difficult moments? Here, we heed a different kind of resourcefulness, termed as emotional intelligence (EQ), which is a different way of being smart.

We may have wondered many a time how seemingly ordinary people build their way to success. Or, How a college dropout like Bill

Gates managed to build such a vast empire for which he is envied by the entire world. There are many others like him who have made a difference, and this could be attributed to their EQ.

Defining Emotional Intelligence –

Before defining “Emotional Intelligence”, It would be desirable to define the term ‘Emotion’ it self. Psychologists have described and explained ‘emotion’ differently, but all agree that it is a complex state of human mind involving bodily changes of widespread character such as breathing, pounding heart, flushed face, sweaty palms, high pulse rate and gland secretions on the psychologist side-and on the mental side, a state of excitement or perturbation waked by strong feelings.

Emotions originate from exposure to specific situations. The nature and the intensity of the emotion are usually related to cognitive activity in the form of the perception of the situation. Emotions are human being’s warning systems that alert them to what is really going on around them. They are also like an internal gyroscope and help keen us on the right track by making sure that we are led by more than cognition.

What is the difference between emotions and feelings? A feeling is the response part of the emotion. Emotion is an “umbrella term” which includes the situation, the interpretation perception of the situation and the response or feeling related to the perception of the situation.

If we look at the historical roots of emotional intelligence, we will find that when psychologists began to research intelligence, they focused on non-emotional aspects such as thinking, cognition, intellect, memory and problem solving. However, there were researchers who

recognized early that the emotional aspects such as feelings, moods and non-cognition were equally important.

Goleman (1995) Emotional Intelligence refers to the ability to sense, understand, value and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence.

Peter Salovey of Yale University and **John Mayer** of the University of New Hampshire first coined the term 'Emotional Intelligence' in 1990. They described Emotional Intelligence as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.

Weshler 1940 found emotional intelligence to be an integrated part of an individual's personality development. However, his views on emotional abilities did not attract much attention and psychologists the world over continued to define intelligence in terms of an individual's intellective or thinking ability.

The Indian Perspective –

The research on human behaviour in Indian homes and organizations has shown that the Indian family is a closely-knit entity with visible emotional bonding. The members of the family are interdependent economically, socially but also emotionally. The bonding is unlimited and forever. When Indians go abroad, they experience an uncontrolled emotional craving for their family and homeland. The emotional bond may be seen in the relationship between husband and wife, parents and children and among the children etc. Similarly the Indian business also reflects an emotional environment. The elements of bonding in the family are carried over to

the workspace and may be felt from the relationship between an employer and the employee.

There is also a surprising element to the emotional makeup of an Indian and the India society as a whole. The emotional competencies, abilities, concepts etc, are learned by them through role models, i.e. teachers, parents, celluloid heroes etc. They have to learn emotional intelligence through the social learning process.

Many experts worldwide have attempted to define emotional intelligence. Interestingly, most of the research work on this subject has been carried out in the US with some stray research findings in Europe and Canada. The concept of emotional intelligence has originated from the US. Hence, the concept is unwittingly favorably inclined towards the US population. The emotional characteristics or emotional competencies being considered as essential are more close to the heart of the US due to the culture bias. The consortium for research on emotional intelligence in organisations (2002) is probably the only organisation in the world that has taken that responsibility to carry out quality research on emotional intelligence.

A National level interactive workshop was organised by the PHD Chamber of Commerce and Industry in New Delhi on 16 August 2002 to discuss the theme "Emotional Intelligence at work". Established in 1905, PHDCCI today is an apex business chamber in India that has served trade and industry for more than nine decades.

Attributes of Emotional Intelligence –

Salovey (1990) offered a framework for Emotional Intelligence through the five personal intelligence characteristics. These characteristics are:

(I) Self-awareness:

Self-awareness means recognizing a feeling as it happens. It is the core stone of Emotional Intelligence. The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives, having a surer sense of how they really feel about personal decisions from whom to marry to what job to take. This is not an easy skill as emotions often appear in disguise. Yet, for all its complexity, self-awareness is the most crucial skill (Goleman, 1995).

(II) Self-regulation:

Self-regulation means the ability to manage one's emotions and impulses. An emotionally self-regulated person can be easily recognized with the following traits – a propensity for reflections and thoughtfulness; comfort with ambiguity and change; and integrity and ability to say no to impulsive urges.

Self-regulation has been found to be important for success. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment (Lusch & Serpkenci, 1990).

(III) Motivation:

Marshalling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity.

Emotional self-control – delaying gratification and stifling impulsiveness – underlies accomplishments of every sort. And being able to get into “ flow ” state enables outstanding performance of all kinds. People who have this skill tend to be

highly productive and effective in whatever they undertake (Goleman, 1995).

(IV) Empathy:

Empathy is the fundamental 'people skill' that builds on emotional self-awareness. It means to recognize emotions in others. It is very important today because the world is getting too self-centered, people are getting increasingly attracted towards a materialistic way of life, and the common bonds of friendship and love in the society or family are tottering. Anyone who wants to lead a successful team must possess this valuable trait. According to Goleman (1995), People who are empathetic are more attuned to the subtle social signals that indicate what others need or want. This makes them better at callings such as the caring professions, teaching, sales and management.

Empathy is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying others' emotions were more successful in their work as well as in their social lives (Rosenthal, 1977). More recently, a survey of retail sales buyers found that apparel sales reps were valued primarily for their empathy. The buyers reported that they wanted reps that could listen well and really understand what they wanted and what their concerns were (Pilling & Eroglu, 1994).

(V) Social skill (or handling relationships):

The art of relationship is, in large parts, skill in managing emotions in others. These are the abilities that undergird popularity, leadership, and interpersonal effectiveness. People who excel in these skills do well at anything that relies on interacting smoothly with others; they are social stars (Goleman, 1995).

Dimensions of Emotional Intelligence –

The analysis further shows that three dimensions have come out with highest response frequency ranging from 375 to 545, moreover 85 percent of the variance has been explained by three major dimensions, based on the findings the dimensions such as emotional competency (33.85%), emotional maturity (27.95%), emotional sensitivity (23.30%) have emerged as key dimensions consulting emotional intelligence. The broad areas, which these three dimensions seem to cover, are:

(I) Emotional Competency –

Constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations, having high self-esteem, and optimism, communication, tackling emotional aspects such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self control, capacity to avoid emotional exhaustion such as stress, burnout, learning to avoid negativity of emotions, handling egoism.

(II) Emotional Maturity –

Constitutes evaluating emotions of one self and other, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating others point of view, developing others, delaying gratification of immediate psychological satisfaction.

(III) Emotional Sensitivity –

Constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others, letting others feel comfortable in your company. It also involves being honest in interpersonal dealings, moods and feelings, and having an insight into how others evaluate and relate to you.

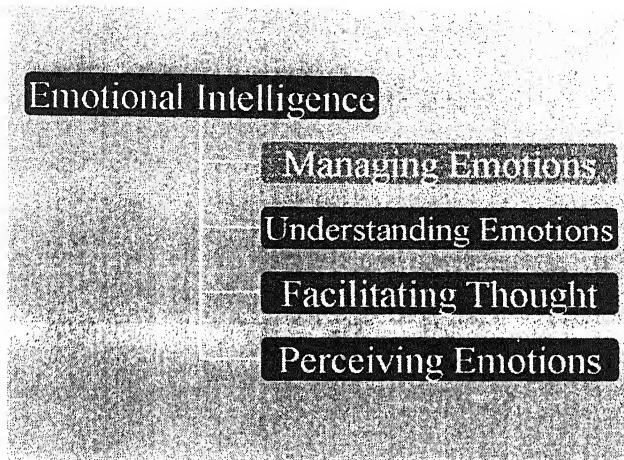
Based on the above empirical process, the following operational definition is proposed by the author in the Indian context –

"Emotional Intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotion stimuli being elicited from the inner self and immediate environment. Emotional Intelligence constitutes three psychological dimensions – emotional competency, emotional maturity, and emotional sensitivity, which motivate an individual to recognize truthfully, interest honestly and handle tactfully the dynamics of human behaviour."

The Four Branch Model of Emotional Intelligence

The four-branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer & Salovey, 1997). More specifically, this model defines emotional intelligence as involving the abilities to:

- Accurately perceive emotions in oneself and others
- Use emotions to facilitate thinking
- Understand emotional meanings, and
- Manage emotions



The first formal model of emotional intelligence -- the 1990 model -- was the one Daniel Goleman relied on in his popularization of the field -- although his representation of the model was quite a bit broader and more expansive than our original (Goleman, 1995, p. 43).

Dr. Goleman's book is a lively, entertaining journalistic account that covers many interesting studies. His enlargement of our model, however, had the unfortunate effect, of suggesting to some that nearly every human style or capacity that was not IQ itself was a part of emotional intelligence. These included motives, social skills, all forms of self-regulation, and warmth, among many other attributes. Today, such models are called "mixed models," as they mix many attributes unrelated to emotion, intelligence, or emotional intelligence, in with the emotional intelligence concept.

What Exactly is EQ?

In the most literal dictionary sense, emotion is defined as "any agitation or disturbance of mind, passion; any vehement or excited mental state". Emotion refers to a feeling with its

distinctive thoughts, psychological and biological states, and ranges of propensities to act. There are hundreds of emotions, along with their blends, variations, mutations and nuances. Indeed, there are more subtleties in emotion than there are words to express them.

'Emotional Quotient (or EQ) is used interchangeably with emotional intelligence. In simple terms, this can be defined as knowing what feels good what feels bad, and how to get from bad to good. A more formal academic definition refers to emotional awareness and emotional management skills, which provide the ability to balance emotion and reason so as to maximize long-term happiness.

Consequences of Low and High EQ

If EQ matters, then it is important to know the consequences of having a low or high EQ. It is understood that EQ is a matter of degree and that it may not have anything to do with IQ. In the following the impact of having a low or high EQ will be examined.

Low EQ is likely to lead to general unhappiness as seen in the feeling of –

Anger	Failure	Fear	Disappointment
Frustration	dejection	Guilt	Resentment
Emptiness	Victimisation	Bitterness	Dependence
Depression	Loneliness	Instability	Stress

High EQ is associated with feelings of general happiness. When we have a high EQ, we are more likely to recognize both the source of our negative feelings, and have the confidence to take corrective actions, thus increasing long-term happiness.

We will set our own standards by closely examining our own values and beliefs. We will lead our life according to our own norms, rather than be governed by society's norms.

A high EQ leads to positive feelings such as –

Motivation	Appreciation	Friendship	Self-control
Satisfaction	Freedom	Fulfillment	Autonomy
Peace	Desire	Awareness	Contentment
Self-esteem	Elation	Happiness	Balance

Research on EQ has revealed that people high on EQ are happier, healthier and more successful in their relationships. They strike a balance between emotion and reason, are aware of their feelings, are empathic and compassionate towards others and also show signs of high self-esteem.

How to Differentiate between EQ and IQ –

Traditionally, psychologists measure intelligence through various intelligent quotient (IQ) tests. The formula used for IQ tests is simple and elegant. It compares an individual's 'chronological age' with his/her 'mental age'.

$$IQ = MA/CA \times 100$$

(Intelligence Quotient=Mental Age divided by Chronological Age X 100)

EQ is not the opposite of IQ. Some people are high on both others are low on either. Researchers have been making efforts to understand how they complement one another: how a person's ability to handle stress, for instance, affects his/her ability to concentrate and put his/her intelligence to use.

Testing a person's IQ is fairly common, but EQ testing is not. IQ is a measure of intelligence quotient where as EQ is a

measure of emotional Quotient. It is now widely believed that emotions rather than IQ may be the true measure of human intelligence. Scientists are shifting their focus from the hardware of the brain to the software of the mind.

Can Emotions be Negative or Positive?

Recent research in psychology has established that there really are no negative or positive emotions. Emotion is emotion, which has some use of purpose. Emotion is necessary for survival or protecting our self. Emotion leads to action that prevents or minimizes perceived loss or pain. If it were not for the experience of pain, we should probably have chewed our fingers off by now! So it is emotion, which drives us to act in ways, which help us from a basic survival stand point. Emotion can be defined as a reactive impetus. It would therefore be incorrect to define emotional states such as peace, joy, compassion and humanity as "positive emotions" or emotions such as anger, hate, envy and resentment as "negative emotions". Emotion is largely an automatic response determined by the way we set our self up to respond and react to the world. Hence, emotions are reactions to specific situations and cannot be termed as positive or negative.

Emotional Intelligence and Decision-making -

Goleman (1996) say that intelligence quotient (IQ) accounts for only about 20% of a person's professional life. The rest, he says, can be attributed to emotional intelligence traits like self-awareness, social deftness, and the ability to differ gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards other. Of all

these, self awareness is the most important emotional competency.

Emotional intelligence is the ability to manage and monitor our emotions from minute to minute, to motive our self towards a goal, to have empathy for theirs, and to handle conflicts and relationships well. Daniel Goleman defined emotional intelligence as the capacity to recognize our feelings and those of others, to motivate us, and to manage emotions well within ourselves and in our relationships. Emotions enable people to respond appropriately to varied environmental situations.

Can EQ be developed?

EQ can be developed by upgrading our emotional skills. However, it is commonly believed that children or grandchildren inherit certain emotional characteristics from their parents. This widespread belief that EQ is entirely inherited is false. Emotional Intelligence is not fixes at birth. Scientists have not yet discovered an emotional intelligence as such. It is something we have learnt (or not learnt).

Emotional development is closely related to child development. The healthy emotional development of children is vital to both their ability to learn when young, and to their sadness and happiness as adults. However, experience shows that the emotional development of children has by and large been neglected. As result, children often bear the brunt of emotionally unskilled individual parenting and rigid cultural and religious tradition.

The Value of Emotional Intelligence –

Martin Seligman has developed a construct that he calls "learned optimism". It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, internal attributions. In research at Met Life, Seligman and his colleagues found that new salesmen who were optimists sold 37 percent more insurance in their first two years than did pessimists. When the company hired a special group of individuals who scored high on optimism but failed the normal screening, they outsold the pessimists by 21 percent in their first year and 57 percent in the second. They even outsold the average agent by 27 percent.

In another study of learned optimism, Seligman tested 500 members of the freshman class at the University of Pennsylvania. He found that their scores on a test of optimism were a better predictor of actual grades during the freshman year than SAT scores or high school grades.

The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment.

Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. For instance,

consider an experiment that was done at Yale University by Sigdal Barsade. He had a group of volunteers play the role of managers who come together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups the actor projected cheerful enthusiasm, in others relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation, fairness, and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organization. Similar findings come from the field. Bachman found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and sociable.

Guidelines for training and development –

The consortium for research on emotional intelligence in organisation (200) has prepared guidelines for developing EQ in organisations, based on the best available knowledge on how to promote emotional learning. This includes defining and simplifying training procedures and processes. Many business leaders agree with the basic message that successes strongly influenced by personal qualities such as perseverance, self-control and skill in getting along with others. These leaders cite the example of 'super salespersons' that have an uncanny ability to sense what is most important to customers and develop a trusting relationship with them.

But, what about the many employees, who lack these important emotional competence? It is possible for them to become more socially and emotionally competent? Many business leaders are less certain about this question. For instance, when questioned about the importance of emotional intelligence at work, the dean of a major business school in Delhi enthusiastically agreed that it was crucial. But when he was asked to describe how its school improved the emotional intelligence of MBA students, he said, "We don't do anything, I don't think that our student's emotional intelligence can be improved by the time they come here. They are already adults, and these qualities are developed early in life".

It is being increasingly recognized the world over that with effective training. Emotional learning can be mastered. The training process includes four basic phases. The first phase occurs even before the individual begins formal training. This initial phase, which is crucial for effective social and emotion learning, involves preparation for change. The preparation occurs at both the Organisational and individual levels. In the second phase, the training focuses on the change process itself. This includes the processes that help people change the way in which they view the world and deal with its social and emotional demands. The third phase, transfer and maintenance focuses on what happens following the format training experience. The final phase involves evaluation. Given the current state of knowledge about emotional learning. The complexity of programme designed to promote such learning and in unevenness in the effectiveness of existing programmes, evaluation should always be part of the process. Each phase will be examined in depth to obtain greater insight into the processes involved.

Phase One: Preparation for change –

1. Assessing the organisation's needs.
2. Assess Personal Strengths and Limits.
3. Provide Feedback with Care.
4. Maximize Learner Choice.
5. Encourage Participation.
6. Link Learning Goals to Personal Values.
7. Adjust Expectations.
8. Gauge Readiness.

Phase Two: Training –

1. Foster a Positive Relationship Between the Trainer and Learner.
2. Maximize Self-Directed Change.
3. Set Clear Goals.
4. Break Goals into Manageable Steps.
5. Maximize Opportunities to Practice.
6. Provide Frequent Feedback on Practice.
7. Rely on Experiential Methods.
8. Build in Support.
9. Use Models.
10. Enhance Insight.
11. Prevent Relapse.

Phase Three: Transfer and Maintenance

1. Encourage Use of Skills on the Job.
2. Provide an Organizational Culture that Supports Learning.

Phase Four: Evaluating Change

Managing Emotions –

Understanding our emotions, behaviours, feelings and thoughts will help us plan ways to change them. If an unwanted emotion bothers us, it should be tackled first. It should be remembered that methods focusing on behaviour or on changing the environment can also be used to alleviate an unpleasant emotion, for instance, installing stronger locks on the doors could allay feelings of insecurity and fear or by avoiding someone we are made it.

How to be Emotionally Intelligent?

In this column, we will see how our ancient sacred teachings may help a modern-day people identify, interpret and use emotions in their personal and professional life. We will also see how an emotionally intelligent people can update his skills based in sacred and ancient texts.

The Emotional make-up of Indian society can be gauged from the philosophies it has inherited from its ancestors. These are accumulated life experiences gather over thousands of years and passed on from generation to generation through Shruti. Emotions play an important role in any society and reflect its strengths and weakness. Hence, we may agree with the premise that emotions are acquired largely by observing things happening around us in the social environment and our reactions to the environment. The way one conducts one's interpersonal & interpersonal relationship reflects one's emotional intelligence.

Emotional competency, emotional maturity and emotional sensitivity constitute common thread that entwines to from the emotional intelligence of a person.

Indian society is predominantly a 'Hindu' society, which has thrived on ancient literature and religion, which have taught us the ways and means to live sustain and develop. Hinduism advocates that 'A man should first seek spiritual wisdom and thereafter pursue material ambitions'. He/She will then never loss his/her peace of mind. For example, when the sea of one's mind is agitated by the waves of emotions, it cannot reflect tranquility. One needs to have perfect emotional self-control or emotional self-mastery to attain self-realization. Emotional self-control implies control over the body and the mind. We need to keep control over all the senses from which a vast variety of emotions emanate. This means one must lead an emotionally intelligent life. According to Indian scriptures, our senses are like wild horses, the body its control and the mind its reins. Intellect is the driver. The Atman (self) is the lord of the chariot. If the senses are not kept under proper control, they will throw this chariot into a deep abyss. He/she holds the reins firm and drives this chariot intelligently by controlling the horses (sense) will reach the destination (Mikash of the Abode of Eternal Bliss) safely.

Emotions and Motivation

The line between motives and emotions is a thin one. Fear, for example, is an emotion; but it is also a motive driving behavior, because people engage in goal-directed behavior when they are afraid.

One theory of motivation and emotions, proposed by Leeper (1970), goes much farther than this. Leeper says that almost all our sustained and goal directed behavior is emotionally toned, and that it is the emotional tone, which provides direction for long sequences of behavior. For instance, the motive driving a person's behavior in his or her job might be the fulfillment of doing good work, or the satisfaction of being esteemed by friends and colleagues, or the pleasure of mastering new things. Leeper says:

The most fundamental type of research on emotion which needs to be conducted is research on their role as motives – their role, that is, in arousing and sustaining activity, in producing exploratory reactions, in facilitating learning in situations in which no adequate means of serving such emotional motives has been acquired previously, in governing performance or habit-use, in helping produce problem-solving learning, in helping govern choice between alternatives, in producing willingness to endure penalties to reach some goal or a willingness forego some reward, and in influencing thought content and sensory perceptions. (Leeper, 1970, p.153)

Another theory (Tomkins, 1970) maintains that emotions provide the energy for motives. Tomkins argues that motives, or drives, simply give information about some need or condition of the body. Drives tell us that food is needed, water is needed, a genderual urge is present, and so on. Accompanying these drives are emotions (Tomkins calls them *affects*), such as excitement, joy, or distress that provide the energy to give them their strong motivational power.

(IV) Mental Health –

In the book entitled "*Mental Hygiene in public Health*" P.V. Lewkan has written that a mentally healthy individual is one who is himself satisfied, lives peacefully with his neighbors, makes healthy citizens of his children, and even after performing these fundamental duties has enough energy left to do individual of benefit to society.

Possessing mental health an individual can adjust properly to his environment, and can make the best effort for his own, his family's and society's progress and betterment.

In *The Human Mind*, K. A. Menninger has written, "Let us define Mental Health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. IT is the ability to maintain an ever temper, an alert intelligence, socially considerate behaviour and a happy disposition." The chief characteristic of mental health, it is evident, is adjustment. The greater the degree of successful adjustment, the greater will be the mental health of the individual. Lesser mental health will lead to lesser adjustment and greater conflict. The healthy individual can interpret any new situation and adapt himself to suit it. He maintains a healthy and benevolent attitude towards life. He is aware that difficulties visit everyone in life, so that running away from them is cowardice. They can be solved only by squarely facing up to them with courage.

A.V. Shah (1982) has expressed that mental health is " the most essential and inseparable component of health.... an integrated component of public health and social welfare programs...." (p.6). The preventive aspects of mental health problems when viewed from the

primary, secondary and tertiary levels bring to focus major contemporary trends.

These research findings are being utilized for making provisions for guidance, counseling, and treatment facilities at the individual, family and community levels and are directed towards the three aspects of prevention in the area of mental health. In these efforts, greater emphasis is placed on the psychosocial and sociocultural factors. This has contributed to the failure of the individual to live up to the expectation of relevant others as well as to live up to one's own potentialities. This in turn has led to feelings of helplessness, powerlessness, meaninglessness, anxiety and insecurity. This being the rule rather than the exception in the contemporary world, many individuals are considered to be potential mental health risks. From the socio-pathological perspective, over the past few decades many mental health maladies like crime, mental disorder, family disorganization, juvenile delinquency, alcoholism and drug abuse and much that now passes as the result of pathological processes (e.g., gastric ulcer) (Frank, 1950) have been considered as indicative of sick societies implying thereby the inadequacies or failures of social controls or social norms in given societies. Thus the importance of the role of social factors in many mental health is the other name of quality of life..." (Wig, 1979, p.16). Mental health professionals however agree that positive mental health is not the mere absence of mental illness but something different (Nagaraja, 1983).

Community, mental health professionals (A.V. Shah, 1982) believe that the existing number of trained professionals and the available mental health facilities in the country are far from adequate. Hence, mental health planners are advocating innovative means for expanding and extending an appropriate delivery the views, beliefs, attitudes, sensitivity or awareness of the community about mental health problem, lest the mental health facilities provided by the planners remain unused and defeat their very purpose. Some of the researches dealing with the community's views, attitudes and awareness regarding mental health problems and the facilities available need to be considered.

Traits of Mental Health –

In order to understand the full implication of mental health, it would be advantageous to know the characteristics of a person who enjoys mental health. Actually, Mental health, like physical health, is also a condition. And its characteristic features can recognize this condition. Roughly speaking, a mentally healthy individual would exhibit the following symptoms:

1. Self-evolution – A mentally healthy individual evaluating himself properly is aware of his limitations. He easily aspects his faults and makes efforts to rid himself of them. He keeps an eye upon himself so that he may be aware of his own tendencies and that he may be in a position to divert them in the desired directions. He introspects so that he may analyse

his problems, prejudices, difficulties, etc., and reduce them to a minimum.

2. Adjustability – It has been pointed out earlier also that one special characteristic of a mentally healthy individual is that he adjusts to a new situation with the least delay and disturbance. He is never disturbed of what might have been. He does not try to think of old age when he is young and think of his youth when a senile crank. He makes the fullest possible use of existing opportunities and adjusts to every new situation that presents itself. He is aware of the fact that change is the principle of life, he is ever prepared for change and always finds some suitable mode of adjustment. He has every desire to benefit the society, with a glow of intrepidity if its benefit lies that way. Gandhi, Christ, Mohammad, were people of this condemned. In fact, the most important aspect to adjustment is one's own mental condition rather than the external situation. A proper mental attitude gains a kind of immunity from the external situation affecting their peace and calm and balance.

3. Maturity – Intellectual and emotional maturity is another peculiar sign of mentally healthy individual. The mature mind is constantly engaged in increasing his fund of knowledge, behaves responsibly, expresses his thoughts and feelings with clarity, and is prepared to sympathies with another's feelings and viewpoints. And in maturity, genderual maturity is very important. The healthy individual behaves like a balanced, cultured and sensible adult in all matters.

4. Regular Life – Habits are an important element in maintaining mental health. Forming proper habits in matters of food, clothing, the normal routine of daily life leads to their becoming systematic and regulated, which in the long run, economics upon energy and time. Many people are seen worrying over the most trifling thing in their routine. Some women experience such acute difficulty in determining the sari and blouse that they should wear outside the house that it leads to considerable mental pain and complication. Some individuals are always conscious of the fact, erroneously, that their tie is not straight, and they spend much time knotting it correctly, in spite of which they can be seen fiddling with it all the time. Such nervous behaviour is not a sign of mental health. Healthy persons perform most of the common functions of life with quick assurance and a show of naturalism, without any bother and fuss. Their life is a model of regularity, balance and measured calculation.

5. Absence of extremism – Aristotle believed that the ideal man lacks excess in any and every direction, and the principle that excess of anything is bad is a golden rule as far as mental health is concerned. Whatever the instinct, if it is allowed to dominate an individual, it will bring him to harm and endanger his mental health. Some women go through any amount of criticism and degradation besides pain but they cannot forego their habit of quarrel. An unnecessarily courageous individual is often a prey to accident. And for the voluble person there are many occasions or regret and painful recollection of what might have been. Excessive ambition is

another trait that never lets its processor rest. Hence, in order to maintain mental health, one's life should be integrated, interests should be wide and the personality balanced. Extremism is no well-wisher of mental health.

6. Satisfactory social adjustment – As has been pointed out, from the point of view of mental health, a healthy individual maintains good adjustment with social situations, and is engaged in some or the other project intended to benefit society. And this is because in modern society the proper development of everyone's personality can take place only if there is mutual cooperation. Social relationships are a part of everyone's life. The greater the balance of these social relationships and the greater simplicity, the better will be the individual's mental health. Improper conduct on the part of others can be the cause of both mental problems and diseases. Hence, proper behaviour and proper feelings are essential for everyone.

7- Satisfaction from chief occupation – For mental health it is essential that everyone should find satisfaction from his chief cooptation, his vocation. The individual who studies only to pass the examination and finds no pleasure in his work is neither a good student nor a healthy individual. A helpful professor teaches without worrying about the financial implications of his profession, an author writes, a businessmen trades and a laborer but with interest. Money is the result of work but if one works only for it, that much time is obviously a waste. If the work interests an individual, it will yield more money, but at the same time, a proper utilization of time will

bring an increase in his pleasure and happiness. In fact, if one works for interest, one maintains it even in the event of a loss in trade or at least, the pain of loss is considerably lessened.

In this manner, mental health is that condition in which the individual manifests self-evolution, adjustment, maturity, regular life, and absence of extremism, satisfactory social adjustment and satisfaction from his chief occupation. Complete mental health is an ideal. Any individual who possesses the greatest number of these qualities will be nearest the ideal.

Mental Health of Family -

Family has the greatest importance in maintaining a condition of mental health, and within the family the greatest burden of responsibility is on the two parents. What is mostly needed in this connection is the creation of a suitable atmosphere in which the child's personality can adequately develop. A child's delicate and sensitive personality is influenced by the character of parents, their mutual behaviour and relations, their behaviour towards the children, the child's relations with brothers, sisters, and other relatives in the family. Hence, it is essential that these be healthy. There can be no hard and fast rule as to how the parents should behave towards the child under certain conditions; all that can be justifiably said is that they should consciously give the child every chance to develop his personality freely and without restraint. It is for them to not try to make him follow them in all things. The least they can do is to prevent any situation that causes repression

in the child. All other things depend upon the parent's insight into child and adolescent psychology, their patience, their labour and experiences.

Mental health at school –

Following the family, the other institution that has responsibility of promoting mental health in children is the school. It is the school that has the greatest influence, after the home, in forming the child's personality. And even in school, the most important factor is the atmosphere existing there. In a healthy atmosphere the children adopt discipline and other qualities of their own. There is greater fear of some children being spoiled in school. Such children should be specially attended to and given definite and expert guidance. The greatest need of his personality. Hence, it is essential that the backward and the brilliant children should be given special treatment. Teachers present an ideal to the children in their charge, hence their character and conduct should be such as can be profitably imitated by the children. Pupil personnel service should be introduced to remove the difficulties with which the children are faced from time to time in school.

In school the teacher should keep the following factors vividly in mind if he has to preserve mental health, prevent mental disturbance and promote mental health among his students; discipline, affectionate behaviour, play and recreation, gender education, educational guidance, personal guidance, vocational guidance, formation of good habits, balanced curriculum, balanced home assignment

Counseling and Guidance -

In mental health area as a part of public health, counseling and guidance have a major role in the prevention of mental health problem and promotion as well as maintenance of mental health. Studies on awareness of mental health problems among the family and community on the one hand and their help seeking efforts at the mental health or psychiatric setup indicate the felt need of the community to receive professional help for problems which may range from mild to severe degree. This paves the way for professional counseling and guidance services. Published literature available on counseling and guidance during the period under review appears to be promising in some aspects. On the positive side, there have been a few initial efforts at research in counseling and guidance in the educational area. Further, there have been a few reports of studies, which have extended counseling facilities to surgical patients during the preoperative phases. Thus, one observes that in India also, mental health as a part of public health is making inroads into the area of health psychology through the use of counseling and guidance procedures.

Educational Counseling/ Guidance -

In view of the World Health Organization's recommendation of greater utilization of paraprofessionals and nonprofessionals in the delivery of health service to the community, M.Kapur and Cariappa (1978) carried out a study to

train nine schoolteachers in student counseling. The training procedure consisted of 12 group sessions of 90 minutes duration each. The training procedure as well as the evaluation of teacher trainees has been described. Based on their initial observation the authors have advocated the utilization of such training techniques in other schools.

Family and Mental Health Problem -

Family is a sub-system of society, which is perceived to be most relevant to mental health and mental health problems of its members. Functions of the family are geared towards facilitating the promotion and preservation of health in general and mental health in particular. The three substructures of the family, namely, marital partners, parent child and siblings as well as many others in the case of a joint family need to be examined to determine whether there are signs of family dysfunction in any or several points in these substructures. The different aspects of family life are etiologically relevant (a) Unhealthy interpersonal interaction in the family leading to dissatisfaction of physiological, emotional, security, interpersonal and social needs; (b) Pathological and disturbing communication patterns; (c) Unhealthy child-rearing attitudes; (d) Lack of a healthy adult model for the growing children; (e) Inadequacy in role functioning (f) Lack of social support and cohesiveness in the family.

Marital Interactions and Mental Health Problems -

Sathyavathi and Seth (1975) have studied a group of neurotic patients and their spouses and a control group of

normal couples to examine their interpersonal perception. The results showed that the neurotics significantly disagreed with their marital partners, misunderstood their partners more, and failed to realize that they had misunderstood their partners as compared to normal couples. The index of disjunction was characteristic of the neurotic group, while in the control group it was almost imperceptible.

Banerji (1982) has studied marital disharmony from the psychoanalytic perspective and has concluded that factors like bigenderuality, Oedipus complex, genderual incompatibility and narcissism should be taken into consideration in an attempt to understand marital disharmony in each case.

Parent-child Relationship or Interactions -

Within the substructures of the family, the importance of healthy parent - child relationships and interactions for mental health need not be overemphasized. The no availability of adult models for identification, pathological interactions among the family members, and disturbing communications are some of the factors associated with mental heath problems of children and adolescents.

G. Agarwal, N.K. Saxsena, and S.B. Singh (1978) have reported that mothers of emotionally maladjusted children as compared to mothers of normal children had a rejecting attitude and were authoritarian towards their children. The authors believe that these unhealthy child-rearing attitudes of mothers of maladjusted children explain the child's emotional maladjustment.

Family as a Unit -

The Indian setup includes both joint as well as nuclear families. These family structures may have positive as well as adverse effects on the members there by enhancing mental health or aggravating problems of mental health.

Channabasavanna and Bhatti (1982) have examined neurotic and normal subjects along with their relatives to explore the family interaction patterns. The results have indicated that there were more disturbed family interactions in the neurotic groups in terms of unhealthy communication, lack of concern and lack of leadership as compared to the normal group.

Luthra (1980) has described the dilemma in modern family life. The family which forms the social, economic, educational and cultural spheres of an individual's life is beset by such divisive forces as "growing industrialization, liberation of women, emphasis on individualization, self - indulgence, self - expression and growth". The author has concluded that families in India should adapt to such changes, as "The need for socialization requires that family life cannot be abandoned".

Community and Mental Health Problems –

Mental health is an integral part of the health needs of any country. Enhanced understanding of the health requirements have brought to light the importance of environmental and socio-cultural variables in the causation, management and

prevention of illnesses. The community mental health movement developed within this framework marks a distinct trend by focusing on the web of interpersonal relationships and the general social milieu in which the individual is embedded, so as to evolve an integrated approach aimed at the prevention and management of mental health problems in the community.

Magnitude of Mental Health Problems –

Epidemiological studies on mental health problems conducted in different parts of the country, using different criteria for "case ness", and different methodologies, have revealed the magnitude of the problem. A consensus between these studies has revealed a 1% prevalence rate in the general population (National Mental Health Program, 1982).

On the basis of epidemiological studies on urban communities, the incidence rate of psychiatric morbidity was observed to be (a) 0.32 in a group of persons covered by the ESI scheme and their family members (K.Singh , 1977); (b) 22% in parents of schizophrenics and 20.7 in and urban group (Nandi et al. , 1980); (c) 4.7% (A.V. Shah, Goswami, Maniar, Hajariwala & Sinha, 1980); (d) 13.9% and the majority of this group was neurotic (Harding, 1980) ; (e) 16% to 30% in the general population and 10% to 15% in medical clinics of which nearly 15% followed a chronic course (figures were related to depressives) (Wig & Murthy, 1981) ; and (f) 36.1% in general practice (Krishna Murthy, Shamasundar, Omprakesh & Prabhakar, 1981).

Management of Priority Psychiatric Disorders in the Community

Covering 120 villages around Sakalwara Rural Mental Health Center, Bangalore, Chandrasekhar, Isaac, R.L. Kapur, and Parthasarathy (1981), and Isaac, R.L. Kapur, Chandrasekhar, Parthasarathy, and Prema (1981) found that majority cases they had identified had been ill for 2 years and almost all the schizophrenics had consulted traditional healers. Of the cases thus identified, 30% improved dramatically with psychiatric treatment. The researchers have also noted that 20% were regular and had co-operative families while 45% who were initially regular became irregular but after a home visit they became regular, and the remaining were nuncupative.

(C) Objectives Of The Present Study –

The present research was undertaken keeping in view the importance of Mental Health, Emotional Intelligence and Achievement Motivation of different caste (Gen, SC, OBC). The research was conducted on Male and Female graduate students.

The general objectives of present research are the following –

1. To study the significant difference of Achievement Motivation of Gen, SC and OBC students.
2. To study the significant difference of Achievement Motivation between Male and Female students.

3. To study the significant difference of Achievement Motivation between Art and Science stream students.
4. To study the significant difference of Emotional Intelligence of Gen, SC and OBC students.
5. To study the significant difference of Emotional Intelligence between Male and Female students.
6. To study the significant difference of Emotional Intelligence between Art and Science stream students.
7. To study the significant difference of Mental Health between Gen, SC and OBC students.
8. To study the significant difference of Mental Health of Male and Female students.
9. To study the significant difference of Mental Health between Art and Science stream students.
10. To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Achievement Motivation.
11. To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Emotional Intelligence.
 - 11.1 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as self-awareness.
 - 11.2 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as empathy.

- 11.3 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as self-motivation.
 - 11.4 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as Emotional stability.
 - 11.5 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as managing relations.
 - 11.6 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as integrity.
 - 11.7 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as self-development.
 - 11.8 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as value orientation.
 - 11.9 To study the effect of caste of student (Gen, SC, OBC), Gender (Male and Female) and stream (Art & Science) on emotional intelligence as commitment.
 - 11.10 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as altruistic behaviour.
12. To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health.

- 12.1 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as realistic.
- 12.2 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as joyful living.
- 12.3 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as autonomy.
- 12.4 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as emotional stability.
- 12.5 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as social maturity.

(D) Hypothesis Of The Present Study –

1. There is no significant difference of Achievement Motivation among Gen, SC and OBC students.
2. There is no significant difference of Achievement Motivation between Male and Female students.
3. There is no significant difference of Achievement Motivation between Art and Science stream students.
4. There is no significant difference of Emotional Intelligence among Gen, SC and OBC students.
5. There is no significant difference of Emotional Intelligence between Male and Female students.

6. There is no significant difference of Emotional Intelligence between Art and Science stream students.
7. There is no significant difference of Mental Health among Gen, SC and OBC students.
8. There is no significant difference of Mental Health between Male and Female students.
9. There is no significant difference of Mental Health between Art and Science stream students.
10. There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Achievement Motivation.
11. There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Emotional Intelligence.
 - 11.1 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-awareness.
 - 11.2 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as empathy.
 - 11.3 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-motivation.
 - 11.4 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as Emotional stability.

- 11.5 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as managing relations.
 - 11.6 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as integrity.
 - 11.7 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-development.
 - 11.8 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as value orientation.
 - 11.9 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as commitment.
 - 11.10 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as altruistic behaviour.
12. There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health.
 - 12.1 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as realistic.

- 12.2 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as joyful living.
- 12.3 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as autonomy.
- 12.4 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as emotional stability.

- 12.5 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as social maturity.

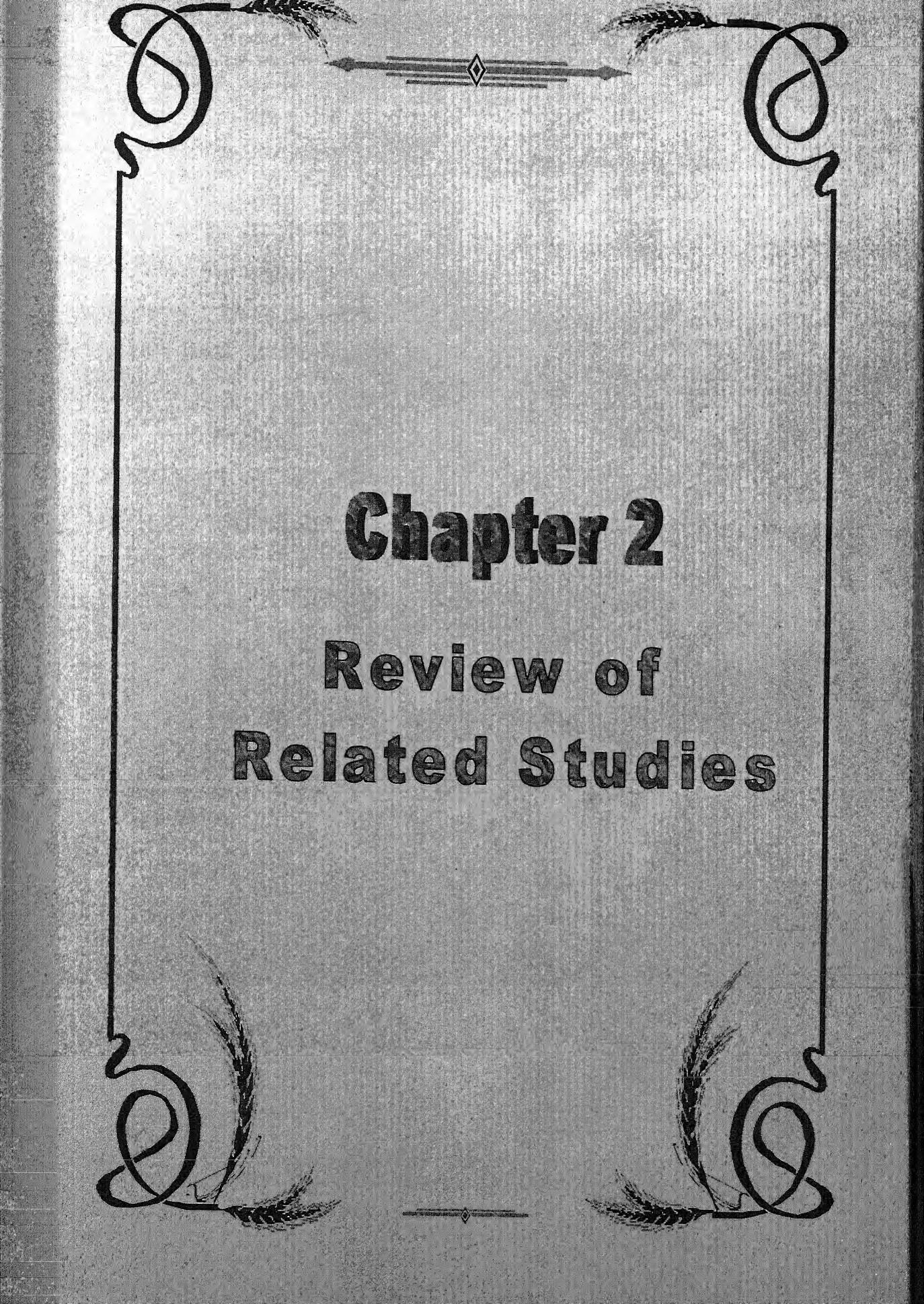
(E) Importance of the Present Study

The statuses of students are merely influenced by certain factors. "Reservation" Privilege is one of them. It is observed generally that students who belong to reservation category are getting better prospects in comparison to others. They are privileged class regarding their educational and professional security occurring to this situation different critical elements arise. Those students who are meritorious, highly intelligent are facing conflicting position in their life. Their motivation and mental health are being affected due to inequalities in society.

There are several reports from different corners that unprivileged class of students are under uncertaining, frustration and severe depression consequently increase in suicidal activities.

This study will throw proper light on some situational factors, which will be beneficial in certain planning and policies for the betterment male and female students of both privileged and unprivileged class. General category students known as unprivileged class are more sufferers in present situation. The result of present study is far-reaching and important in social aspect. Comparative study will present actual situation of society, which will be helpful for govt. as well as nongovt. agencies for eradication of disparity in personality development of youths.

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Chapter 2

Review of Related Studies

Review of Related Studies

Ojha, H. (1982) found that Hindu and Muslim did not differ significantly on achievement, among Hindu students of forward and backward castes also did not differ whereas schedule caste student differed both from forward and backward castes

Dubey S. N. (1983) found that Schedule caste adolescents a considerably lesser number of personality factor have developed significant relationship with relations to frustration as compared to other groups. It seems that perennial deprivation inhibited the personality of the scheduled caste subject at adolescence level.

Kumar K. (1983) found that group subjects from advanced region had more expectation and less achievement than the subjects of backward region. Same trend was found for males. Thus females and subjects of backward region had realistic tendency.

Panda (1991) examined the effect of achievement status and sex on creative potentially and found that in general higher achieving subjects were creative than low achieving ones.

Panda, S. K., & Nath, K. S. examines the effect of acculturation and grade on intelligence and academic achievement among 120 koya tribe and 60 caste Hindu students. Result indicates

significant effects of acculturation and grade on total and subtest scores of intelligence and academic achievement.

Alam (1992) investigated the impact of socio-economic status and culture on achievement motivation and found that subject from urban high socio-economic status scored high on achievement motivation.

Irfan, Iqbal, Sandhu and Singh (1993) examined the influence of school adjustment and achievement motivation on 72 truants and 72 nontruants. Nontruants obtained higher scores on achievement motivation.

Irfan, Mohammad, Iqbal, naved, Sandhu, Baldev S., & Singh, Poonam (1993) investigate the influence of school adjustment and achievement motivation. Truants obtained poorer scores on emotional, educational and total school adjustment. Nontruants scored higher on achievement motivation.

Pathak, R. P. and Rai V. K. 1993 studied higher secondary school students mental health in relation to their socio economic status and result found that the mental health of low socio economic status was lower than that of students of high socio economic students. Urban and rural students did not different significant difference on mental health, when SES was controlled. Also result reviled that science students were mentally healthier than arts students when SES was controlled.

Rai, V. K., & Yadav, V. C (1993) found mental health and socioeconomic status were positively and significantly correlated. When SES was controlled, higher mental health scores were seen in the case of girls than boys, and in science students than arts students. Though the urban and rural students were comparable, mental health scores increased with grade.

Chauhan, Vijaylaxmi, & Murthy, Surprithy (1994) observes the effect of scholastic achievement on adjustment of Scheduled Caste (SC), Schedule Tribe (ST), and General caste (GC) adolescents. A sample of 360 adolescents aged 16-18 years taken for study. Results show that GC adolescents were better adjusted than SC and ST subjects, and ST subjects showed minimal adjustment. Males were better-adjusted females, and high achievers showed better adjustment pattern compared to low achievers.

Das, Sohani (1994) examines Jensen's level-I abilities of advantaged and disadvantaged children, selected on the basis of caste and home environment. The mean effects of home environment, caste and age were significant for all the level-I tasks. The effect of caste was found to be more significant than that of the home environment in the Indian cultural context.

Shukla (1994) examined that relationship between vocational interest general mental ability and found the insignificant positive relationship were observed in 9 out 10 components of need for achievement there was an insignificant negative relationship between need for achievement and household interest.

Nayak (1995) examined the interrelationship between achievement motivation and level of aspiration in the context of social class and results reveled that relationship between achievement motivation and level of aspiration was negligible.

Getha and Karunandhi (1995) examined the relationship between religious attitude locus of control and achievement motivation of students belonging to different religious groups. Results indicated a difference among the religious group in terms of attitude and achievement motivation and a difference between boys and girls in terms of religious attitude.

Rangan and Raja (1995) studied the influence of perceived parental acceptance on the self-confidence and achievement motivation of adolescent girls and investigated whether self-confidence affects the achievement of adolescents. Results indicated that there was significant difference in the self-confidence scores of respondent who perceived themselves as rejected. However no significant difference was found in the achievement motivation scores of those who perceived them selves as accepted by their parents & those, who perceived themselves as rejected by their parents.

Ragani and Reddy (1995) investigated the relationship between the rate of learning and achievement motivation among high school boys. Results found that fast learners were significantly high in achievement motivation compared to slow learner.

Methew and Kunhirishnan (1995) explored the relationship need for achievement and level of aspiration among 40 postgraduate students. Findings indicated that g\high need for achievement was related to high level of aspirations.

Pandaya, Pratap T. (1996) studies on achievement motivation, adjustment, anxiety and educational achievement of working and non-working mother's children. Result shows that social adjustment of non-working mother's daughters was higher then working mother's sons. Achievement motivation of working mother's son was higher than non-working mother's sons and anxiety was superior to daughters.

Mishra, K. N (1997) examines the effect of achievement motivation on anxiety and academic achievement of 183 primary school children of classes III through V. Findings show that children with high n-ach performed better academically and exhibited interaction was observed between education and achievement motivation in influencing test anxiety. Academic achievement of class III children was negatively correlated with general anxiety and positively with test anxiety, and for children of classes IV and V, academic achievement was negatively correlated with both general and test anxiety.

Mittal (1997) compared the self-concept and scholastic achievement of girls of working and non-working mothers. Results showed that daughters of non-working mothers were relatively higher

on achievement and confidence but they suffered from greater inferiority feelings as compared to daughters of working mothers.

Khatrabhai, Gelat Valambhai (1997) studies on the relationship between educational achievement and socio-economic status of SC, ST students of secondary schools. They find the significant relation among I. Q. of high, medium and low educational achievement; there was no interactional effect of sex and I. Q. on educational achievement. Also there was no significant difference of achievement motivation score of SC and St.

Tickoo, Sangeeta and Jagdish (1997) studied relationship between achievement motivation and mental health among school students and find out that n-Ach motivation was positively related to all the dimensions of mental health except 'perception to reality' and environmental mastery'. Also result reviled that achievement motivation was positively related to overall mental health.

Kumar, Grijesh, & Shankhdhar, R. R. (1998) explores the relationship between self-concept and modes of frustration in urban and rural scheduled caste female adolescents. Findings indicated that rural SC girls possessed significantly better self-concept than the urban groups while both the groups were highly frustrated.

Sankthingnanaval (1998) compared the achievement motivation of sports school, and non-sports school students. A group of 50 schools and another group of 50 non-sports school students studying in class 8 to 12. Results indicated a higher degree of

achievement motivation among sports school. Students than non-sports school students this difference was evident irrespective of age level of education areas of interest and urban rural background.

Srivastava, Ramji (1998) examines the role of cultural variations in the strength of achievement motivation. The sample consisted 120 students age group of 17-25 years. Results indicated that culture and sex significantly affected achievement motivation. African students scored higher on achievement motivation than their Indian counterparts. Female scores lower on achievement motivation compared to males. The interaction effect of culture and sex was also significant.

Mukhopadhyay and Kumar (1999) investigated the role of achievement motivation and academic pressure in the impairment of mental health of children (class VIII). Results indicated that the group, which was high on achievement motivation, showed greater mental health impairment than the group low on achievement motivation. The high achievement motivation group had low academic pressure and obtained lower scores on helplessness and suicidal ideation. It was pointed out that high achievement motivation inter acting with academic pressure produced mental health impairment.

Karma and Gakhar (1999) studied the relationship of scientific creativity with intelligence, Science achievement, problem solving ability and self-concept. Results revealed that scientific creativity was significantly correlated with intelligence, problem solving and science

achievement in all the 3 type of school and also self-concept in navodaya school students.

Chitra, J. Uma, & Thiagrajan, A. Ponnambala (2000) examines the perception of caste distance. The sample comprised 591 Hindu scheduled caste (SC), 81 Christian SC and 479 non-scheduled caste girls form higher secondary school. The NSC girls preferred to have a close relationship with their own caste groups. But the order of preference for groups other than their own caste was different from that of Hindu and Christian SC girls.

Daftuar, C. N. Sinha, Chandraprava, & Daftuar Lucky C. (2000) examine the relationship between scholastic attainment and risk taking among school students. It was noted that high achieving urban non-tribal students had greater risk taking tendency than their low achieving counterparts. In contrast to non-tribal groups, in tribal groups, risk-taking behaviour was unrelated to scholastic attainment.

Sinha , Uday K. , Sharma, Vibha, & Bhargava, Vivek (2000) studied emotional and behavioural problems among socially disadvantaged children and saw that disadvantaged children scored significantly higher on both the internalizing and externalizing scales of the child behaviour check list (CBCL) than the non-disadvantaged children. Nearly 41% of the disadvantaged children manifested various internalizing and externalizing problems as reported by their parents, while only around 9% of the non-disadvantages group had such problems.

Pant, S. K. (2000) evaluates the current status of literacy among the scheduled castes. Result revealed that in spite of high level of enrolment for the overall sample, a lower level of enrolment, a higher dropout rate as well as higher proportion of non-attendance in school were evident in the SC category.

Gyani & Bhatia (2002) studied the effect of mental health on temperamental qualities of intermediate 45 male & 49 female as joyful living autonomy; emotional stability and social maturity significantly effect the temperamental qualities of the students.

Chouhan, VL and Tithi Bhatnagar (2003) study the emotional quotient of adolescents. The sample consisted of 120 male and female adolescents. The study reveals that female post-adolescents possess a higher degree of emotional quotient than their male counterparts.

Suar, Damodar and Rooplekha Khuntia (2003) examine the determinants of PTSD and impact of the caste status, educational level and family size on stress disorders. Results reveled that survivors from low castes, being less educated and from larger families were more vulnerable to stress and distress then those from high castes, being more educated and from small families.

Kafetsios, Konstantinos (2004) The study tested hypothesis about the relationship between attachment orientation and emotional intelligence, measured as set of abilities. The sample consisted of 239 adults aged between 19 and 66 years. The results found

differences in emotional intelligence abilities between age and gender groups. Older participants scored higher on three out of four branches of EI and females scored higher than males on emotion perception and the experimental area.

Brackett, Marc A.: Mayer, John D. & Warner, Rebecca M. (2004) assessed the discriminant, criterion and incremental validity of an ability measure of emotional intelligence. College students (N=330) took an ability test of EI. Women scored significantly higher in EI than men. EI, however, was more predictive of the life space criteria for men than for women. Lower EI in males, principally the inability to perceive emotions and to use emotion to facilitate thought, was associated with negative outcomes, including illegal drug and alcohol use, deviant behaviour, and poor relations with friends.

Rheingold, Alyssa A.; Smit, Dannie W.; Ruggiero, Kenneth Saunders, Benjamin E. et Al. (2004) investigated various factors that may be associated with exposure to the death of a family member or friend, include gender, age, race socioeconomic status and mental health and substance problems. Death of a family member was not related to their report of mental health or substance use problems. Results also indicate that girls, older adolescents, adolescents with lower household incomes, those of minority race/ethnicity were at increased risk of death of a friend within the past year. Death of friend was related to depression, posttraumatic stress disorder and substance abuse.

Pandey, Anirudh & Pandey Ashok (2005) studied testing the emotional intelligence from general intelligence in 90 students of

XI class and 27 students in technical course. Result reviled that those students were followed up either by their parents or their teacher improved a lot but those who were not followed up did not make any progress to their emotional intelligence.

Dr. Poonam and Dr. Shanti (2005) find the impact of achievement motivation and frustration tolerance on adolescents' academic achievement on 600 students in the age groups of 15 to 17. Achievement motivation and frustration tolerance were found to be significantly and positively correlated with academic achievement of adolescents. Result shows that adolescents with poor achievement motivation lack frustration tolerance and show poor achievement and vice versa.

Neha Hajela & Taresh Bhatia (2005) studied emotional intelligence in relation to self-concept of 200 high school students. The result reviled that emotional intelligence significantly affect the self -concept as self-confidence, health sociability, and mental health and temperamental qualities as ascendant vigorous, placid & responsible. The students of high emotional intelligence have significantly better self-concept.

Shalini Niranjan & Taresh Bhatia (2005) studied of achievement motivation as a function of sex and type of personality among art and science students. A sample of 200 (100 art and 100 science) intermediate students were taken for this study and results revealed that sex significantly effect the achievement motivation at .01 level. The female students have significantly high achievement

motivation than male students. Art and science significantly effect the achievement motivation than art students. The female science students have significantly high achievement motivation. Interaction effect of sex and type of students (art & science) also significantly effect the achievement motivation.

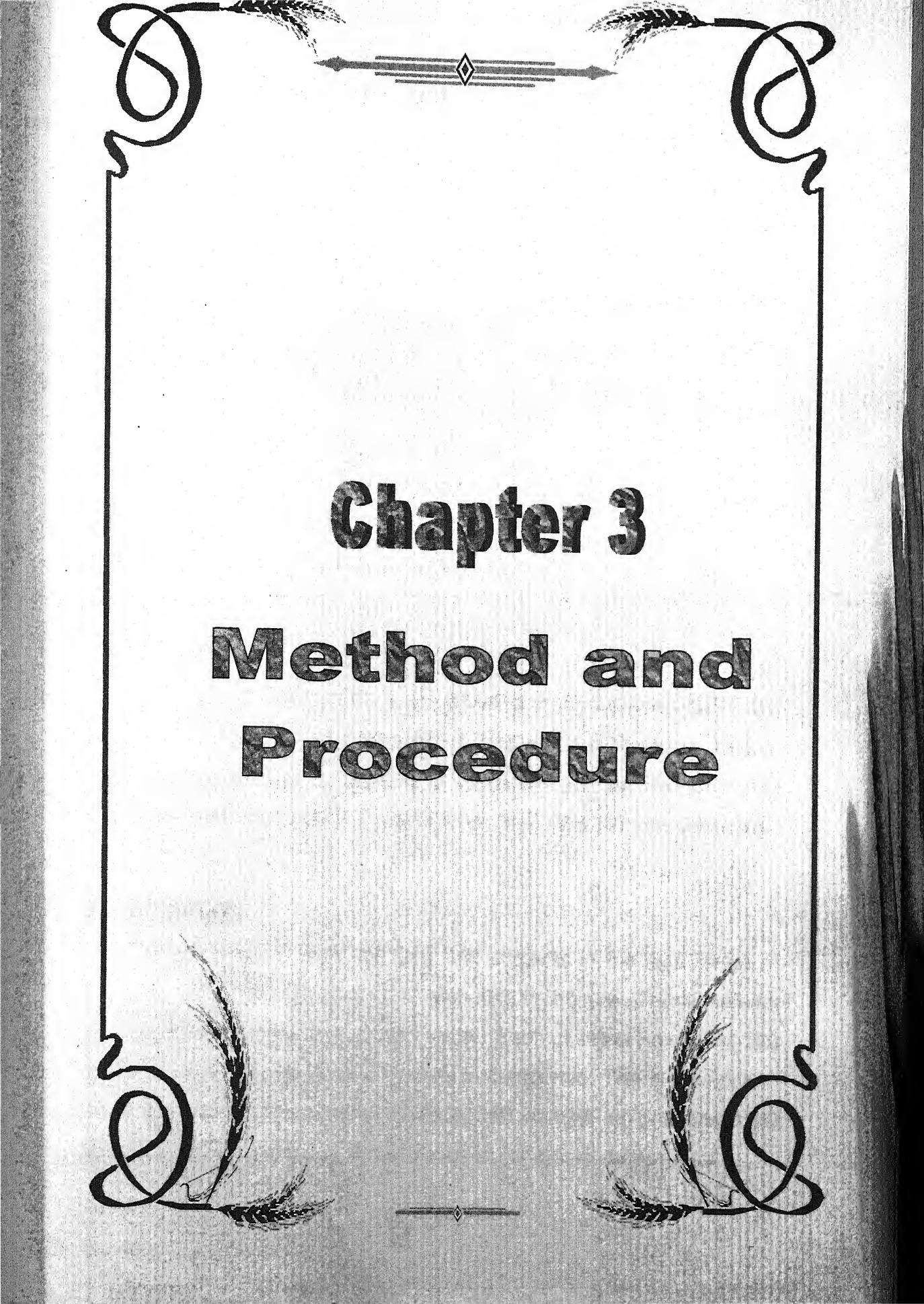
Dr. Rabindra & Dr. Updesh (2005) examine the role of emotional intelligence in conflict management and organizational commitment and result shows that emotional intelligence very poorly correlates and moderately to organizational commitment and conflict management stratgies.

Uniya, B. P. (2005) studied the relationship of student's activism with the achievement motivation of students. Regarded the achievement motivation, the scores were found tended towards the favour of low activists but no difference of significance was recorded so activists seem not having any motivation of achievement for excellent in life.

Prof. Giriheesg Kumar and Jyoti Bhatia (2005) present a paper to need of emotional intelligence and say that emotional intelligence is the ability to monitor the discriminate feeling in one self and to use that knowledge to solve the problem. It is a set of skills attitudes, individual behaviour, reaction, state of mind, coping style and communication style. These factors directly affect the level of success, satisfaction, and ability to connect to other people as well as individual's ability to cope the stress, level of self-esteem perception of control and over all level of mental and emotional bell being.

Dr. Mridual Rawal & Dr. Suman Pandey (2005) studies the effect of SES and Caste on the modes of frustration among the students. The research administrate on 100 students (50 higher class and 50 of lower class) of Xth class. The result revealed that the subjects belonging to lower caste and low SES differed significantly from their counterparts on all modes of frustration. These children live in a sence of powerlessness, insecurity, frustration and isolation. The dysfunctional traits of these twin forces have treacherous effect on the personality of the nation builders.

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Chapter 3

Method and Procedure

Methods and Procedure

The method and procedure is an important phase of research design of the study. It has prime importance in solving any research problem. The methods and procedure of the study have been explained with the regard of following titles.

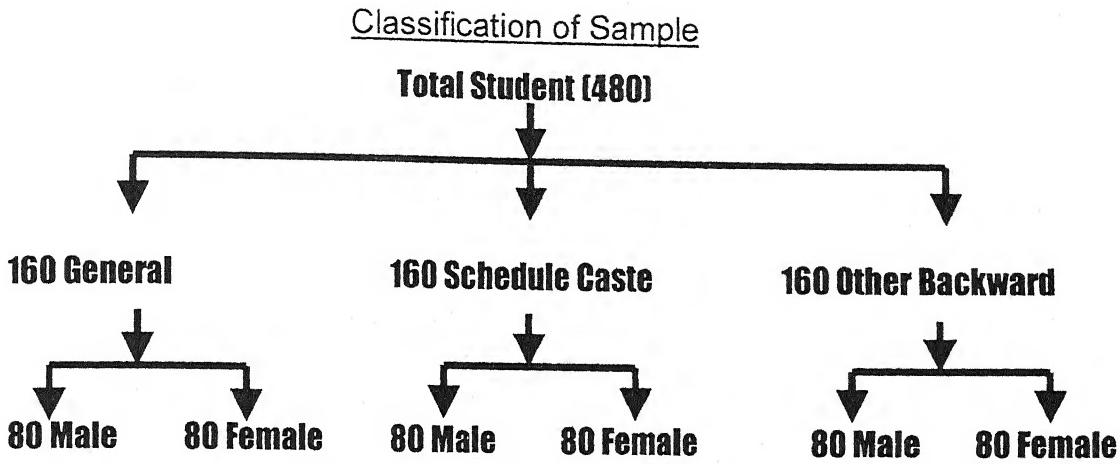
- (a) Population
- (b) Sample
- (c) Research Design and Variable
- (d) Tools of the Present Study
- (e) The Collection of Data
- (f) The Statistical Technique

(a) Population –

The present study was a comparative study between GEN, SC & OBC caste student of Bundelkhand Area of Uttar Pradesh. Jalaun, Jhansi, Lalitpur, Banda, Mahoba & Hamirpur are six district in the Bundelkhand Area of Utter Pradesh from which the sample collected.

(b) The Sample –

In the present study we take 480 subjects in the age range of 17 to 21 years through purposive sampling technique. These subject classified under GEN, SC & OBC caste. Each of them has been 160 subjects. These subjects also classify in categories. The classification of all sample are as follows. In each 160 sample of one caste 80 Male and 80 female students will be taken for our study purpose



(c) Research Design and Variable –

Our aim is to understand the effect of Caste (GEN, SC and OBC) and Sex (Male and Female) on Mental Health, Achievement Motivation and Emotional Intelligence concert by discovering the relation among clearly defined variables in 2x3 factorial design. In a wide sense, a variable is a characteristic or attribute that can take a number of values.

According to H. E. Garrett - “Variable are attributes or qualities which exhibit difference in magnitude and which they along some dimension”.

1. Independent Variable –

J.C. Townsend – “An independent variable is the factor manipulated by experimenter in his attempt to ascertain its relationship to an observed phenomenon.”

A. L. Edwards – “The variable over which the investigator has control is called independent variable.”

Rathus - "Independent variable is a condition in a scientific study that is manipulated so that its effects may be observed"

D. Amato - "In general, then an independent variable is any variable manipulated by experimenter, either directly or through selection order to determine its effects on a behavioral measure (dependent variable)"

"The antecedent conditions that the experimenter manipulates freely are called the independent variable."

In the present research problem independent variables are -

- Sex of Student (Male & Female)
- Caste of Student (GEN, OBC, SC)

2. Dependent variable –

The phenomenon, which we use to explain and predict, is the dependent variable. These variables are called dependent variable because they depend upon the occurrence of particular antecedent conditions. In experimental enquiry we manipulate the antecedent conditions in order to discover the ways in which they determine the dependent variable.

Townsend - "A dependent variable is that factor which appears, disappears, or varies as the experimenter introduces removes as varies the independent variable."

D. Amato - "Any measured behavioural variable of interest in a psychological investigation is called a dependent variable."

In the present research problem dependent variables are -

- Mental Health
- Emotional Intelligence
- Achievement Motivation

[d] The Tools used –

According to John – “Skill in choice and use of research instrument is curtailed to the success of the study and the validity and conclusion.”

In order that the present study should yield fruitful results, the various relevant tools were surveyed. The following tools were selected and tested.

1- Mental Health Scale

By: Dr. Taresh Bhatia & Dr. S. C. Sharma

2- Emotional Intelligence Scale

By: Anukool Hyde, Sanjyot Pethe, Upinder Dhar

3- Achievement Motivation

By: Dr. Taresh Bhatia

1- Mental Health Scale (MHS)-

Dr. Taresh Bhatia and Dr. S.C. Sharma developed the present scale for measuring different mental health areas of an individual. The present scale measures five important areas of an individual's mental health. To make a scientific selection of the areas of mental health, 10 relevant and meaningful areas of mental health were taken. These 10 areas were given to five experts in the field of psychology, for approval. The total number of areas over which the experts were unanimous was five and they were retained for the final form of the scale. These areas were -

(a) Realistic (REA) -

The ability to appraise oneself realistically and to take a realistic approach to situations, the ability to evaluate one's achievements realistically.

(b) Joyful living (JFL) -

One of the outstanding characteristics of the person is Joyful living. A happy person is a young, healthy, well-educated, well paid, extroverted, optimistic, worry free, religious, married person with high self-esteem, high job morale, and modest aspirations of either sex and of a middle range of intelligence.

(c) Autonomy (AUT) -

Closely related to acceptance of responsibility is autonomy. One who trusts and depends on his own capacities to organize and interpret the data of his experience. He freely steers his own course (Barrett Lennard 1962). In decision-making, he is able to make important decisions with a minimum of worry, conflict, advice seeking and other types of running - away behavior (Kent 1966).

(d) Emotional Stability (ES) -

Emotional stability indicates an individual, who is with full control over his emotional expression, emotionally mature, stable, possessing ego strength.

(e) Social Maturity (SM) -

The progressive improvement brings in social maturity through directed activity of the individual. In comprehension of the social heritage and the formation of flexible conduct patterns of reasonable conformity with this heritage.

Item Analysis -

It was decided to write 15 to 20 items under each of the five areas. In this way an initial pool of 85 items was ready for the entire scale. The scale was administered to the subject of a sample of 250

students (Male and Female) for the purpose of item-analysis. The age range of the subjects was 15 to 21 years. Employing 27% upper and 27% lower criterion group's item analysis was done. Discriminative values were computed for item selection and applying 't' test for each item. All the statements were then arranged in descending order of their 't' values. Researcher selected the first 50 items with the largest 't' value for the final scale out of which each area had 10 items.

Reliability -

The co-efficient of reliability was determined by test - retest method. The test was administered twice with a time interval of 45 days to a sample of 200 subjects. The test-retest reliability coefficient for each area of the scale was found to range between 0.78 to 0.85.

Validity -

The validity of the scale was established with the help of content validity on the basis of internal consistency.

Administration – It is a self-administrating scale. There is no time limit for answering it. However, most of the groups should finish it in about 15 minutes. It should be emphasized that there is no right or wrong answer to the statement.

Norms -

A qualitative description of the scores obtained on different areas can be interpreted with the help of norm table.

Scoring Key –

It is a five-point scale, the scoring of which has been objectified by assigning five to one scores respectively for five alternatives of the

positive items rated strongly agree to strongly disagree. For the negative items the scores assigned to each alternatives have been reversed. They range from one to five for five alternatives i.e. positive statement assigned from 5 to 1 but negative statement assigned from 1 to 5. Negative statements are 4,5,6,7,10,14,15,19,20,24,25,29, 33,34,39,44,48,49 in present scale.

2- Emotional Intelligence Scale –

Although a person's feelings cannot be observed directly by others but they can be inferred from his overt behaviour and verbal report of his introspection, as no one can doubt the reality of emotions as conscious experience.

Emotional Intelligence enables one to learn to acknowledge and understand feelings in ourselves and in others and that we appropriately respond to them, effectively applying the information and energy of emotions in our daily life and work.

Cooper and Sawaf (1997) define emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Mayer and Salovey (1993) define emotional intelligence as the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action.

Development of Scale –

In this scale 106 items developed. Each item was transferred on a card. A panel of 50 judges with postgraduate degree and more

than 10 years of experience in their relevant fields was prepared. Definition of emotional intelligence was also written in a card along with necessary instructions for the selection of the items of the cards. The cards were placed before each judge who was contacted individually. The choice for categorization of each card was noted and the frequency of choice was calculated. The 34 items thus chosen were administrated on 200 executives. The data was then tabulated and item total correlations were calculated. Items having correlation less than the value of .05(p .01) were dropped. The value is taken from Fisher and Yates (1992) table of correlation coefficients and their levels of significance. The final form of the scale constituted 34 items. The Hindi Version of the final items were prepared in consultation with 10 judges who were well versed with both English and as well as Hindi. The inter-item correlations of the final items were also determined.

Factors of Emotional Intelligence –

The scale was administrated on 200 executives and the scores obtained were subjected to factor analysis and ten factors were identified. These are (a) Self-Awareness (b) Empathy (c) Self Motivation (d) Emotional Stability (e) Managing Relations (f) Integrity (g) Self Development (h) Value orientation (i) Commitment and (j) Altruistic Behaviour.

(a) Self-Awareness –

Self –awareness is being aware of oneself and is measured by items 6,12,18,29. These items are “ I can continue to do what I believe in even under severe criticism”, “I have my priorities dear”, “I

believe in myself " and "I have built rapport and made maintained personal friendships with work associates." The factor is the strongest and explains 26.8 percent variance and has a total factor of 2.77. The coordination of this factor with total score is 0.66.

(b) Empathy –

Empathy is feeling and understanding the other person and is measured by item nos. 9,10,15,20 and 25. These are "I pay attention to the worries and concerns of others", " I can listen to someone without the urge to say something", " I try to see others view", " I am able to concentrate in pressure conditions" and " I am able to handle multiple demands." This factor explains 7.3 percent variance with a total factor load of 3.11. The correlation of the factor with total score is 0.70.

(c) Self - Motivation

Is being motivated internally and is measured by 2,4,7,8,31 and 34. These items are "People tell me that I am inspiration for them", "I am able to make intelligent decisions using a healthy balance of emotions and reason", " I am able to do behaviour after judging the situation", " I can concentrate on the task at hand inspite of disturbance", " I think feelings should be managed" and "I believe that happiness is an attitude." This factor accounts for 6.3 percent variance and a total factor load of is 3.28. Its correlation with total score is 0.77.

(d) Emotional Stability –

Is measured by item nos. 14,19,26 and 28. These are “I do not mix unnecessary emotions with issues at hand”, “I am able to say composed in both good and bad situations”, “I am comfortable and open to novel ideas and new information” and “I am persistent in pursuing goals despite obstacles and set backs.” This factor explains 6.0 percent variance with a total load of 2.51. The correlation of this factor with total score is 0.75.

(e) Managing Relations –

Is measured by 1,5,11 and 17th number statement. These factors are “I can encourage others to work even when things are not favorable”, “I do not depend on other’s encouragement to do my work well”, “ I am perceived as friendly and outgoing” and “I can see the brighter side of any situation.” This factor explains 5.3 percent variance with a total factor load of 2.38. The correlation of this factor with total score is 0.67.

(f) Integrity –

Is measured by items no. 16,27 and 32. These are “I can stand up for my beliefs”, “Pursuer goals beyond what is required of me” and “I am aware of my weaknesses.” This factor explains 4.6 percent variance with a total factor load of 1.88.

(g) Self-Development –

Is measured by items 30 and 33 which are “I am able to identify” and separate my emotions and “I feel that I must develop

myself even when my job does not demand it " and explains 4.1 percent variance with a total load of 1.37.

(h) Value Orientation –

Is measured by items 21,22. The statements are "I am able to maintain the standards of honesty and integrity" and " I am able to confront unethical actions in others" and explain 4.1 percent variance with a total factor load of 1.29.

(i) Commitment –

Is measured by the items 23 and 24. "I am able to meet commitments and keep promises" and " I am organized and careful in my work" measure this factor. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

(j) Altruistic Behaviour –

Is measured by the items 3 and 13. The items are "I can also encourage people to take initiative" and "I can handle conflicts around me." It explains 3.0 percent variance with a total factor load of 1.30.

Reliability –

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity –

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the

assessment of judges/experts that items of the scale directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrett, 1981) the reliability index was calculated, which indicated high validity on account of being 0.93.

Uses of Scale –

The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administrating and does not require the services of highly trained tester. It is eminently suitable for groups as well as individual testing.

Limitations of the Scale –

In all the tests of this nature, the subjects do manage to get some insight into what the purpose is. As such, there is always the factor of "social desirability and faking." The scale purpose to measure learned optimism of which the subject has some awareness. It should not be used as a tool for individual diagnosis unless supported by other evidences. Observation of other self-related perceptions is also required.

Norms of the Scale –

Norms of the scales are available on a sample of 200 subjects. These norms can be regarded as reference points for interpreting the Emotional Intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

Scoring Key –

It is a five-point scale, the scoring of which has been objectified by assigning five to one scores respectively for five alternatives of the positive items rated strongly agree to strongly disagree. The ranges of scores from five to one i.e. for strongly agree assigned 5 marks, for agree assigned 4, uncertain assigned 3, disagree assigned 2 and strongly disagree assigned 1.

3- Achievement Motivation Test –

The concept of achievement motivation was developed by McClelland (1953) and refers to the motive to achieve some standard of accomplishment or proficiency. People with a strong achievement motive (need for achievement) prefer moderate to easy of hard goals or risks, want concrete feed back regarding task performance, prefer tasks where skill rather than luck determines the outcome, seek personal responsibility have a future time perspective and err somewhat on the side of optimism in estimating their chances for success, especially on new task.

McClelland (1961) claims that the achievement motive is crucial in entrepreneurship and influences success in entrepreneurship occupations (selling), he has even claimed that cultural difference in achievement motivation account of differences in economic growth rates. It is argued that the need for achievement is fostered by child rearing practices, which encourage independence.

The outcomes of a high need for achievement are generally positive, at least in a success-oriented society such as our own (Heckhausen, Schmalt & Schneider 1985, Spence 1985). For

instance, people motivated by a high need for achievement more likely to attend college than their low achievement counterparts, and once in college they tend to receive high grades in classes that are related to their future careers (Atkinson & Raynor 1974). Furthermore, high achievement motivation is associated with future economic and occupational success (McClelland 1985).

Development of the test –

It was decided to write 40 items of two response alternatives a and b. Both the possible alternatives are achievement oriented but one of them higher achievement oriented. The subject has to put a tick mark against only one alternative, which he prefers. The test was administered to the subjects of the sample of 300 students (male and female) for the purpose of item analysis. The age range of the subjects was 15 to 20 years.

Item analysis was done with the help of the method between two extreme upper and lower groups. Discriminative values were computed for item selection and applying "t" test for each item. All the statements were then arranged in descending order of their "t" values. Out of 40 items, the first 25 items were selected for the final form of the test. Thus the test consists of 25 items as incomplete sentences, each of which followed by two possible alternatives 'a' and 'b' one of them is a higher achievement oriented.

Reliability –

The coefficient of reliability was determined by test retest method. The test was administered twice with a time interval of 30 days to a sample of 150 students. The test-retest reliability coefficient

was found 0.82. Thus the reliability is significant which indicate that the test is highly consistent and reliable.

Validity –

The empirical validity of the test was found out by correlating the test with some external criterion that the Rao's Achievement motivation test. Both the test was administered to sample of 100 subjects. The validity coefficient obtained is 0.88.

Administration –

It is self-administrating test. There is no time limit for answering it. However most of the group should finish it in about 10 minutes. It should be emphasized that there is no right or wrong answers to the statement. They are constructed to have differences in individual's reaction to various situations.

Scoring –

Each item of the test is followed by two responses of which one is higher achievement related get a score of two, otherwise give zero score. Total the scores obtained for all the 25 items to get the over all scores.

Norms –

The subject who achieve 42 & above score signify very high achievement motivation, 35-41 score have high achievement motivation, 20-34 have average achievement motivation, 14-19 score

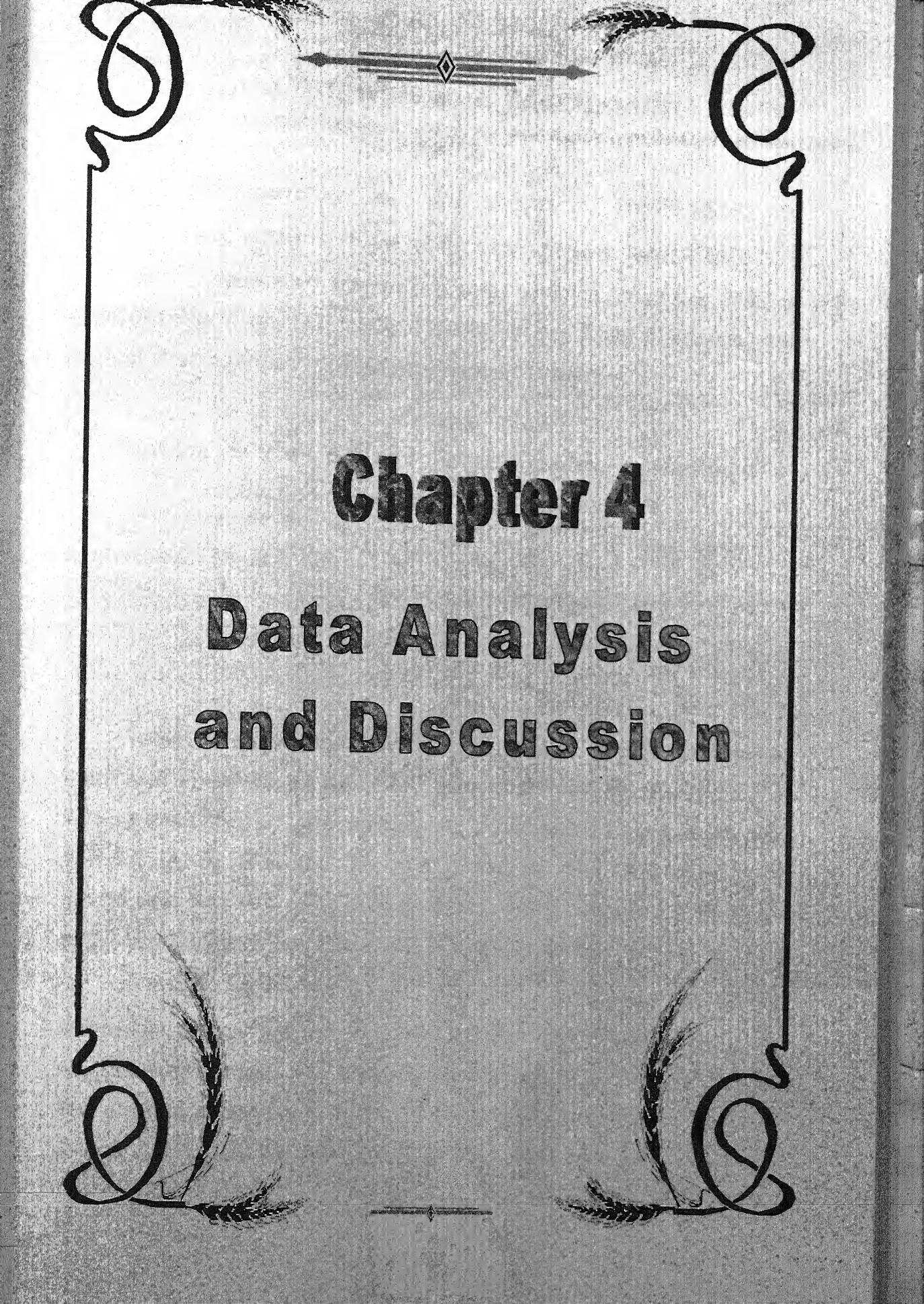
comes in low achievement motivation and 13 & below defined as very low achievement motivation.

The subjects with high achievement motivation are associated with future economic and occupational success. They are more likely to attend college and tend to receive high grades in classes that are related to the future careers.

Scoring key for the achievement motivation scores –

Item No.	Response for higher achievement related get a score of two	Item No.	Response for higher achievement related get a score of two
1	A	14	B
2	B	15	B
3	B	16	A
4	A	17	A
5	A	18	B
6	B	19	B
7	B	20	A
8	A	21	A
9	A	22	B
10	B	23	B
11	B	24	A
12	A	25	A
13	A		

The people with low achievement motivation tend to be motivated primarily by a desire to avoid failure. As a result they seek out was tasks being sure to avoid failure.



Chapter 4

Data Analysis and Discussion

Data Analysis and Discussion

PART A

Overall comparison of Achievement motivation of different sub groups (type of faculty, gender and caste).

In this section an attempt has been made to study the effect of type of caste (Gen, SC, OBC), Type of gender (Male & Female) and type of stream (art, science) on Achievement Motivation.

Table 1
Showing the Mean, S.D. and critical ratio of the achievement motivation of Gen, SC, OBC Caste students

Achievement Motivation	Mean S. D.	Type Of Caste			Critical Ratio		
		Gen N=160 (A)	SC N=160 (B)	OBC N=160 (C)	(A x B)	(A x C)	(B x C)
	Mean S. D.	35.03 6.08	33.75 6.01	35.46 5.56	1.89 >.05	0.66 > .05	2.64 <.01

Significant at .01 → 2.59
.05 → 1.97

Table 1 shows that OBC student have good achievement motivation (mean 35.46) than Gen (mean 35.03) and SC (mean 33.75). To see the significant difference among achievement motivation of Gen and SC (A&B), Gen and OBC (A&C) and SC and OBC (B&C), the critical ratio was calculated. The critical ratio value required 2.59 at .01 and 1.97 at .05 level with the degree of freedom 318.

In table 1-result shows that SC and OBC student have significantly difference (critical ratio found 2.64) at .01 level. But there is no significant difference found between General and SC (A x B found 1.89) and also not in Gen and OBC (B x C found 0.66). However result shows that SC and OBC student have significant difference in achievement motivations. Thus the hypothesis (1) that, "there is no significant

difference of achievement motivation among Gen, SC, OBC students" is rejected.

Table 2
Showing the Mean, S.D. and critical ratio of achievement motivation of male and female students

Achievement Motivation	Mean S. D.	Gender		Critical Ratio
		Male N=240	Female N=240	
	Mean S. D.	33.92 6.57	35.58 5.07	3.10 <.01

Significant at .01 → 2.59
.05 → 1.97

Table 2 shows that female students achievement motivation is high (mean 35.58) than male students (mean 33.92). To see the significant difference between achievement motivation of male and female students the critical ratio was calculated. The critical ratio value required 2.59 at .01 and 1.97 at .05 level with the degree of freedom 478.

Result shows that there is significant difference between male and female students (critical ratio found 3.10) in achievement motivation. Thus the hypothesis (2) stating that, "there is no significant difference of achievement motivation between male and female students" is rejected.

Table 3
Showing the Mean, S.D. and critical ratio of achievement motivation of Art and Science students

Achievement Motivation	Mean S. D.	Type of Faculty		Critical Ratio
		Art N=240	Science N=240	
	Mean S. D.	34.33 5.61	35.16 6.20	1.54 >.05
				Significant at .01 → 2.59 .05 → 1.97

Table 3 shows that science student achievement motivation is better (mean 35.16) than art student's achievement motivation (mean 34.33). To see the significant difference between art and science students critical ratio calculated. The critical ratio value required 2.59 at .01 and 1.97 at .01 level with the degree of freedom 478.

Result shows that there is no significant difference between art and science students (critical ratio found 1.54) in achievement motivation. Thus the hypothesis (3) stating that, "there is no significant difference of achievement motivation between art and science stream students" is confirmed.

PART B

Overall comparison of Emotional Intelligence of different sub groups (type of faculty, gender and caste).

In this section an attempt has been made to study the effect of type of caste (Gen, Sc, OBC), Type of gender (Male & Female) and type of stream (art, science) on Emotional Intelligence.

Table 4 shows the significant difference of Gen, SC and OBC student on emotional intelligence. To see the significant difference among Gen, SC and OBC students, the critical ratio were calculated. The critical ratio value required to be significant at .01 level is 2.60 and at .05 level is 1.97 at the degree of freedom 318. Results evident that self-awareness of emotional intelligence have significant difference between Gen and SC students at .01 level (critical ratio found 2.94). Table also show that there is significant difference found in Gen and OBC students as self awareness at .05 level (critical ratio found 2.42) but there is no significant difference found between SC and OBC student.

It is evident from table 4 that empathy of SC student is good (mean 18.17), than Gen (mean 18.08) and OBC students (mean 17.79). But there is not significant difference between Gen and SC (critical ration found 0.24), Gen and OBC (critical ratio found 0.86) & SC and OBC students (critical ratio found 0.92).

Table 4 result shows that self-motivation of emotional intelligence of General students is high (mean 23.26) than OBC (mean 22.61) and SC students (mean 22.43). The Significant difference found between Gen and SC students (critical ratio found 2.54) at .05 level. Gen and

OBC students also have significant difference at .05 level (critical ratio found (2.06). But there is no significant difference between SC and OBC students (critical ratio found 0.75) at .01 and .05.

In table 4 emotional stability of Gen students is good (mean 15.48) than OBC (mean 15.40) and SC (15.37). Emotional stability has no significant difference between Gen and SC students (critical ratio found 0.44), Gen and OBC students (critical ratio found 0.32) and SC and OBC students (critical ratio found 0.29).

It is evident from table 4 that Gen students have high managing relations (mean 14.98) than OBC (14.32) and SC (14.29). The significant difference found between Gen and SC (critical ratio found 2.66) at .01 level. Also there are significant difference found between Gen and OBC students (critical ratio found 2.57) at .05 level. But there is no significant difference found between SC and OBC students as managing relations.

Integrity of Gen, SC, OBC students show through table 4 that Gen students have high integrity (mean 11.04) than SC (mean 10.90) and OBC (10.78). There is no significant difference found between Gen and SC (A&B) (critical ratio found 0.63), Gen and OBC (A&C) (critical ratio found 1.32) and SC and OBC (B&C) (critical ratio found 1.62) at .01 and .05 level for Integrity.

Table 4
Showing the Mean, S.D. and critical ratio of the Emotional Intelligence of Gen, SC, OBC Caste students

Emotional Intelligence Areas	Mean S. D.	Type of Caste			Critical Ratio		
		Gen N=160 (A)	SC N=160 (B)	OBC N=160 (C)	(A x B)	(A x C)	(B x C)
a. Self Awareness	Mean S. D.	17.18 1.99	16.43 2.58	16.62 2.17	2.94 <.01	2.42 <.05	1.53 >.05
b. Empathy	Mean S. D.	18.08 3.03	18.17 3.38	17.79 3.05	0.24 >.05	0.86 >.05	0.92 >.05
c. Self- Motivation	Mean S. D.	23.26 2.69	22.43 3.13	22.61 2.88	2.54 <.05	2.06 <.05	0.75 >.05
d. Emotional Stability	Mean S. D.	15.48 2.20	15.37 2.38	15.40 2.31	0.44 >.05	0.32 >.05	0.29 >.05
e. Managing Relations	Mean S. D.	14.98 2.18	14.29 2.48	14.32 2.42	2.66 <.01	2.57 <.05	0.21 >.05
f. Integrity	Mean S. D.	11.04 1.82	10.90 2.08	10.78 1.73	0.63 >.05	1.32 >.05	1.62 >.05
g. Self Development	Mean S. D.	7.68 1.42	7.53 1.51	7.71 1.49	0.88 >.05	0.23 >.05	0.14 >.05
h. Value Orientation	Mean S. D.	7.78 1.41	7.68 1.42	7.64 1.52	0.59 >.05	0.84 >.05	0.58 >.05
i. Commitment	Mean S. D.	8.18 1.44	8.04 1.41	8.01 1.31	0.86 >.05	1.14 >.05	0.67 >.05
j. Altruistic Behaviour	Mean S. D.	7.33 1.51	7.19 1.65	7.21 1.60	0.81 >.05	0.68 >.05	0.29 >.05
Total	Mean S. D.	130.98 11.14	128.02 13.28	128.08 11.45	2.16 <.05	2.30 <.01	1.33 >.05

Significant level at .01 → 2.59
.05 → 1.97

The table 4 also evident that OBC student's self-development is good (mean 7.71) than Gen (mean 7.68) and SC (mean 7.53). But there are no significant difference found between Gen and SC (A&B) (critical ratio found 0.88), Gen and OBC (A&C) (critical ratio found 0.23) and SC and OBC (B&C) (critical ratio found 0.14) at .01 and .05 level for self-development.

Table 4 shows that Gen student value orientation is high (mean 7.78) than SC (mean 7.68) and OBC (7.64). There is no significant difference found among sub groups (Gen, SC, OBC) as value orientation. Critical ratio found between Gen and SC (A&B) is 0.59, Gen and OBC (A &C) is 0.84 and SC and OBC (B & C) is 0.58, which is not significant at .05 level.

In Commitment of Gen student value is high (mean 8.18) than SC (mean 8.04) and OBC (mean 8.01). There is no significant difference found among sub groups (Gen, SC, OBC) as Commitment. Critical ratio found between Gen and SC (A&B) is 0.59, Gen and OBC (A &C) is 0.84 and SC and OBC (B & C) are 0.58, which is not significant at .05 level.

Table show the altruistic behaviour of Gen students is good (mean 7.33) than OBC (mean 7.21) and SC (mean 7.19). But there are not significant difference between Gen and SC (A&B) (critical ratio found 0.81), Gen and OBC (A&C) (critical ratio found 0.68) and SC and OBC (B&C) (critical ratio found 0.29) at .01 and .05 level for altruistic behaviour.

Overall table 4 shows that General student's emotional intelligence is high (mean 130.98) than OBC (mean 128.08) and SC (128.02). Table 4 show that there is significant difference found between General and SC students at .05 level (critical ratio found 2.16). It is evident from table 4 that General and OBC student also have significant difference at .01 level (critical ratio found 2.30).

The result of table 4 indicated that General and SC student significantly high self-awareness, Self Motivation and Managing Relations. Also General and OBC student's significantly high self-awareness, Self Motivation and Managing Relations. But SC and OBC have no significant difference as emotional intelligence at .01 and .05

level. Thus the hypothesis stating (4) "There is no significant difference of emotional intelligence between Gen, SC, and OBC students" is rejected.

Table 5
Showing the Mean, S.D. and critical ratio of the Emotional Intelligence of Male and Female students

Emotional Intelligence Areas	Mean S. D.	Gender		Critical Ratio
		Male N=240	Female N=240	
a. Self Awareness	Mean S. D.	16.72 2.37	16.77 2.19	0.24 > .05
b. Empathy	Mean S. D.	18.09 3.18	17.94 3.14	0.52 > .05
c. Self- Motivation	Mean S. D.	22.57 2.95	22.96 2.89	1.48 > .05
d. Emotional Stability	Mean S. D.	15.45 2.29	15.38 2.30	0.32 > .05
e. Managing Relations	Mean S. D.	14.27 2.57	14.79 2.14	2.43 < .05
f. Integrity	Mean S. D.	10.77 2.01	11.04 1.74	1.55 > .05
g. Self Development	Mean S. D.	7.70 1.47	7.58 1.48	0.90 > .05
h. Value Orientation	Mean S. D.	7.63 1.56	7.77 1.33	1.10 > .05
i. Commitment	Mean S. D.	8.04 1.50	8.11 1.26	0.56 > .05
j. Altruistic Behaviour	Mean S. D.	7.31 1.57	7.18 1.60	0.89 > .05
Total	Mean S. D.	128.53 12.20	129.52 11.90	0.90 > .05

Significant level at
.01 → 2.59
.05 → 1.97

Table 5 shows the significant difference of emotional intelligence between male and female students. To see the significant difference between male and female students the critical ratio calculated. The critical ratio value required to be significant at .01 level is 2.60 and at .05

level is 1.97 at the degree of freedom 478. Result of table 5 evident that, the self-awareness of female students is good (mean 16.77) than male students (mean 16.72). There is no significant difference in self-awareness between male and female students (critical ration found .024) at .05 level.

It is also evident from table 5 that empathy of Male students is good (mean 18.09) than female students (mean 17.94). But they have not significant difference (critical ratio .052) at .05 level. Table shows self-motivation of Female is high (mean 22.96) than and male (mean 22.57). They have not significant difference (critical ratio found 1.48) at .05 level.

The emotional stability of male is good (mean 15.45) than female (mean 15.38). There is no significant difference between male and female (critical ratio found .032) at .05 levels. But Managing Relations of female is good (mean 14.79) than male students (mean 14.27) and they also have significant difference (critical ratio found 2.43) at .05 level.

Table shows that Integrity level of female is also better (mean 11.04) than male (mean 10.77). The significant difference between sub groups is not found (critical ratio found 1.55) at .05 level. Self-development of male is (mean 7.70) and female is (mean 7.58) they have not significant difference (critical ratio found 0.90) at .05 level. Value orientation of female is (mean 7.77) and male is (mean 7.63). There is no significant difference between male and female value orientation (critical ratio found 1.10) at .05 level.

It is evident from table 5 that commitment factor of female is high (mean 8.11) than male students (mean 8.04) but there are no significant difference between male and female on commitment, (critical ratio found 0.56) at .05 level. Altruistic behaviour of male is high (mean 7.31) than

female (mean 7.18) but there is no significant difference found (critical ratio found 0.89) at .05 level.

Overall the emotional intelligence of female is good (mean 129.52) than male (mean 128.53). Different areas of emotional intelligence like Self Awareness, Self-motivation, Managing Relations, Integrity, Value orientation and Commitment of female found good. But male has good score in Empathy, Emotional Stability, Self-development and altruistic behaviour. However no significant difference observed in self-awareness, Empathy, Self-Motivation, Emotional Stability, Integrity, self development, Value orientation, commitment and altruistic behaviour. But male and female have significant difference in Managing Relations. Thus the hypothesis stating (5) "there is no significant difference of emotional intelligence between male and female students" is rejected.

Table 6 shows significant difference of emotional intelligence between Art and Science students. Result evident that self-awareness of art students is higher (mean 17.05) than science students (mean 16.44). To see the significant difference between art and science student critical ratio calculated. The critical ratio value required at .01 level and .05 level is 2.59 and 1.97 at degree of freedom 478.

Table result evident that significant difference found (critical ratio found 2.95) in self-awareness at .01 level. It is also shows that Empathy of art student is good (mean 18.07) than science students (mean 17.95). Art and Science students have no significant difference in self-awareness (critical ratio found 0.40).

Table 6
Showing the Mean, S.D. and critical ratio of the Emotional Intelligence of Art and Science students

Emotional Intelligence Areas	Mean S. D.	Type of Faculty		Critical Ratio
		Art N=240	Science N=240	
a. Self Awareness	Mean S. D.	17.05 2.12	16.44 2.39	2.95 <.01
b. Empathy	Mean S. D.	18.07 3.31	17.95 3.00	0.40 >.05
c. Self- Motivation	Mean S. D.	23.21 2.79	22.32 2.99	3.36 <.01
d. Emotional Stability	Mean S. D.	15.53 2.32	15.31 2.26	1.04 >.05
e. Managing Relations	Mean S. D.	14.59 2.33	14.47 2.43	0.58 >.05
f. Integrity	Mean S. D.	11.10 1.86	10.70 1.89	2.34 <.05
g. Self Development	Mean S. D.	7.65 1.44	7.63 1.51	0.15 >.05
h. Value Orientation	Mean S. D.	7.84 1.49	7.55 1.39	2.18 <.05
i. Commitment	Mean S. D.	8.09 1.40	8.07 1.38	0.16 >.05
j. Altruistic Behaviour	Mean S. D.	7.23 1.59	7.25 1.58	0.14 >.05
Total	Mean S. D.	130.36 12.23	127.70 11.74	2.43 <.05

Significant level at
.01 → 2.59
.05 → 1.97

It is evident from table 6 that self-motivation of Art students is higher (mean 23.21) than science students (mean 22.32). The significant difference found between art and science students in self-motivation (critical ratio found 3.36) at .01 level. The table no 6 also evident that art students have high emotional stability (mean 15.53) than science

students (mean 15.31). There is no significant difference between art and science students (critical ratio found 1.04) as emotional stability.

It is evident from table no. 6 that managing relations of art students is high (mean 14.59) than science students (mean 14.47). There is no significant difference between art and science students (critical ratio found 0.58) as managing relations. Integrity of art student found good (mean 11.10) than science student (mean 10.70). Art and Science student have significant difference (critical ratio found 2.34) at .05 level in Integrity.

Table 6 shows that self-development of art student is scored (mean 7.65) and science student scored (mean 7.63) but they have no significant difference as self-development (critical ratio found 0.15) at .05 level. Result also shows that Value orientation of art students is also good (mean 7.84) than science students (mean 7.55). No significant difference is found between art and science students as self-development (critical ratio found 0.16) at .05 level.

It is evident from table 6 that Commitment value of art student is good (mean 8.09) than science students (mean 8.07). The significant difference between art and science students in commitment is not observed (critical ratio found 0.16) at .05 level. Altruistic behaviour of science student is good (mean 7.25) than art students (mean 7.23). No significant difference is found between art and science students in altruistic behaviour (Critical ratio found 0.14) at .05 level .

Overall the result of table 6 evident that art student have high emotional intelligence (mean 130.36) than science student (mean 127.70). Art student have significantly high Self-awareness, Empathy, Self Motivation, Emotional stability, Managing Relations, Integrity, Self-development, Value orientation and Commitment but science students significantly higher in Altruistic behaviour. Significant difference found in

self-awareness, self-motivation, Integrity between art and science students. Thus the hypothesis stating (6) that, " There is no significant difference of emotional intelligence between art and science students" is rejected.

PART C

Overall comparison of mental health of different sub group (type of faculty, gender and caste).

In this section an attempt has been to study and compare the different mental health factors of type of caste (general, SC and OBC). For this purpose the mental health scale was administered on 160 General, 160 Sc and 160 OBC students.

Table 7

Showing the Mean, S.D. and critical ratio of the Mental Health of Gen, SC and OBC students

Mental Heath Areas	Mean S. D.	Type of Caste			Critical Ratio		
		General N=160 (A)	SC N=160 (B)	OBC N=160 (C)	(A x B)	(A x C)	(B x C)
a. Realistic	Mean S. D.	35.90 3.46	35.87 3.94	35.28 4.26	0.08 > .05	1.44 > .05	1.30 > .05
b. Joyful Living	Mean S. D.	38.78 3.97	37.92 4.63	38.14 4.64	1.79 > .05	1.32 > .05	0.43 > .05
c. Autonomous	Mean S. D.	39.59 4.78	38.49 5.16	39.15 4.32	1.98 < .05	0.87 > .05	1.23 > .05
d. Emotional Stability	Mean S. D.	32.20 6.36	30.96 5.63	30.92 5.69	1.83 > .05	1.89 > .05	0.07 > .05
e. Social Maturity	Mean S. D.	33.83 4.63	33.60 4.22	33.16 4.27	0.40 > .05	1.33 > .05	0.98 > .05
Total	Mean S. D.	180.29 16.37	176.87 15.83	176.65 15.49	1.90 > .05	2.05 < .05	0.12 > .05

Significant level at .01 → 2.59

.05 → 1.97

Table 7 shows that general students are realistic (mean 35.90) than SC (mean 35.87) and OBC (mean 35.28). To see the significant difference between the mental health as realistic of General and SC (A

& B), General and OBC (A & C) and SC and OBC (B & C), critical ratio calculated. Theoretical value required to be significant at .01 level is 2.59 and at .01 level is 1.97 with the degree of freedom 318.

The table 7 shows that there is no significant difference between the realistic of Gen and SC at .05 level (critical ratio found 0.08). Result shows that there is no significant difference found between Gen and OBC at .05 level (critical ratio found 1.44) and also there is no significant difference found between SC and OBC at .05 level (critical ratio found 1.30) on realistic. Thus there are no significant difference among Gen, SC and OBC on realistic.

The table 7 shows that mental health as joyful living, of Gen students is good (mean 38.78), than SC and OBC students. Table shows that there is no significant difference between the Joyful living of Gen and SC at .05 level (critical ratio found 1.79). Table 7 also shows that there is no significant difference between Gen and OBC at .05 level (critical ratio found 1.32) and also there is no significant difference between SC and OBC at .05 level (critical ratio found 0.43) in Joyful living. Thus there are no significant difference among Gen, SC and OBC in joyful living.

In table 7 result shows that general students have high autonomous quality (mean 39.59) than SC and OBC. There is significant difference found between Gen and SC on Autonomous at .05 level (critical ratio found 1.98). But there is no significant difference found between Gen and OBC at .05 level (critical ratio found 0.87) and also there is no significant difference found between SC and OBC (critical ratio found 1.23) on autonomous. Thus General student and SC students are significantly more Autonomous than OBC.

It is evident from table 7 that general student have high emotional stability (mean 32.20) than SC (mean 30.96) and OBC (mean 30.92). But there is no significant difference found between Gen and OBC at .05 level (critical ratio found 1.83). Also there is no significant difference found between SC and OBC (critical ratio found 1.89). SC and OBC do not have significant difference at .05 level (critical ratio found 0.07) on emotional stability. Thus there is no significant difference of emotional stability among different caste students.

Table 7 shows general student have good Social maturity (mean 33.83) than SC (mean 33.60) and OBC (mean 33.16). But there is no significant difference found between Gen and OBC at .05 level (critical ratio found 0.40). There is no significant difference found between SC and OBC (critical ratio found 1.33). Also SC and OBC do not have significant difference at .05 level (critical ratio found 0.98) on social maturity. Thus there is no significant difference found in Social maturity of different caste students.

Overall the result of table 7 shows that Gen students have good mental health (mean 180.29) than SC (mean 176.87) and OBC (mean 176.65). Table 7 shows that significant difference is found in General and SC (A & B) students at .05 level (critical ratio found 2.05) as autonomous. Gen and OBC have significant difference on mental health (Critical ratio found 2.05 at .05 level).. Thus the hypothesis stating (7) that, "There is no significant difference of mental health among Gen, SC and OBC students" is rejected.

In this section an attempt has been to study and compare the different mental health factors of type of gender (male and female).

For this purpose the mental health scale was administered on 240 Male and 240 Female students.

Table 8

**Showing the Mean, S.D. and critical ratio of the Mental Health of
Male and Female students**

Mental Health Areas	Mean S. D.	Gender		Critical Ratio
		Male N=240	Female N=240	
a. Realistic	Mean S. D.	35.66 4.18	35.70 3.61	0.11 > .05
b. Joyful Living	Mean S. D.	38.05 4.68	38.51 4.17	1.12 > .05
c. Autonomous	Mean S. D.	39.08 4.93	39.08 4.63	0.02 > .05
d. Emotional Stability	Mean S. D.	31.61 6.46	31.11 5.93	0.93 > .05
e. Social Maturity	Mean S. D.	33.53 4.46	33.54 4.30	0.02 > .05
Total	Mean S. D.	177.93 16.95	177.94 14.93	0.01 > .05

Significant level at
.01 → 2.59
.05 → 1.97

Table 8 shows that female student is high realistic (mean 35.70) than male students (mean 35.66). To see the significant difference of realistic between male and female students the critical ratio were calculated. The critical ratio value required to be significant at .01 level is 2.59 and at .05 level is 1.97 at the degree of freedom 478. The value of critical ratio found (0.11 at .05 level). So there is no significant difference found in male and female for mental health as realistic at .05 level.

Table 8 also evident that female student has more joyful living (mean 38.51) than male student (mean 38.05). There is no significant

difference found between male and female students as joyful living of mental health (critical ratio found 1.12) at .05 level. It is evident from table no. 8 that male students and female students have equaled autonomous value (mean 38.05). There is no significant difference found between groups. No significant difference found in mental health as autonomous between male and female students at .05 level (critical ration found 0.02).

Table no. 8 indicate that Emotional stability of male students is good (mean 31.61) than female students (mean 31.11) but no significant difference is found between male and female students as emotional stability at .05 level (critical ratio found 0.93). Table no.8 also indicate that female students social maturity scored (mean 33.54) and male students scored (mean 33.53). But no significant difference is found between male and female students in social maturity (critical ratio found 0.02).

Overall the mental health of female students is (mean 177.94) and male students is (mean 177.93). There is no significant difference between male and female students in mental health (critical ratio found 0.01). Thus the result of table 8 show that no significant difference found between types of gender (male and female) in any area of mental health. The hypothesis stating (8) "There is no significant difference of mental health between male and female " is confirmed.

In this section an attempt has been to study and compare the different mental health factors of type of faculty for this purpose the mental health scale was administered on 240 art and 240 science students.

Table 9
**Showing the Mean, S.D. and critical ratio of the Mental Health of
Art and Science students**

Mental Health Areas	Mean S. D.	Type of Faculty		Critical Ratio
		Art N=240	Science N=240	
a. Realistic	Mean S. D.	35.93 3.60	35.44 4.18	1.37 >.05
b. Joyful Living	Mean S. D.	38.74 4.25	37.83 4.57	2.26 < .05
c. Autonomous	Mean S. D.	39.53 4.68	38.63 4.84	2.09 < .05
d. Emotional Stability	Mean S. D.	31.41 5.73	31.31 6.12	0.18 >.05
e. Social Maturity	Mean S. D.	33.35 4.42	33.73 4.33	0.94 >.05
Total	Mean S. D.	178.95 15.31	176.92 16.54	1.40 >.05

Significant level at
.01 → 2.59
.05 → 1.97

Table 9 shows that art student realistic score is (mean 35.93) and science student realistic score is (mean 35.44). To see the significant difference of realistic between art and science student the critical ratio calculated. The critical ratio value required to be significant at .01 level is 2.59 and at .05 level is 1.97 at the degree of freedom 478. the critical ratio found 1.37 between art and science group as realistic on mental health. So there is no significant difference between subgroup at .05 level for mental health as realistic.

Table 9 also evident that art student have more joyful living (mean 38.74) than science student (mean 37.83). Significant difference is found between art and science student as joyful living of mental health (critical ratio found 2.26) at .05 level. It is evident from table no. 9 that art

students have high autonomous (mean 39.53) than science students. Significant difference is found between art and science students as autonomous of mental health at .05 level (critical ration found 2.09).

Table no. 9 indicates the Emotional stability of art students (mean 31.41) and science students (mean 31.31). But there is no significant difference found between art and science students as emotional stability at .05 level (critical ratio found 0.18). The table no. 9 also evident that science student's social maturity score is (mean 33.73) and art students is (mean 33.35). No Significant difference is found between subgroups in social maturity (critical ratio found 0.94).

Overall the mental health of art students is much better (mean 178.95) than science students (mean 176.92) and no significant difference is found between art and science students mental health (critical ratio found 1.40). The result of table no. 9 indicated that art students have significantly high in joyful living and autonomous. However significant difference was observed in joyful living and autonomous area of mental health at .05 level. The hypothesis stating (9) "there is no significant difference of mental health between art and science stream students " is rejected.

Part D

To study the effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Achievement Motivation.

Showing mean and SD of achievement Motivation among Gen, SC and OBC, Male and Female students.

Table No. 10

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	33.94	33.25	34.56	33.92
		SD	7.18	6.23	6.26	6.57
	Female	N	80	80	80	240
		Mean	36.13	34.25	36.35	35.58
		SD	4.50	5.78	4.64	5.07
Total		N	160	160	160	480
		Mean	35.03	33.75	35.46	34.75
		SD	6.08	6.01	5.56	5.92

Table no. 10 shows that female students have good achievement motivation (mean 35.58) than male students (mean 33.92). Result of table 10 revealed that OBC male students have good achievement motivation (mean 34.56) than Gen (mean 33.94) and SC (mean 33.25). Also female OBC student's achievement motivation is good (mean 36.35) than Gen (mean 36.13) and SC (mean 34.25). As comparison between male and female achievement motivation Gen female students (mean 36.13), SC female students (34.25) and OBC female students (mean 36.35) has good achievement motivation beside Gen male

students (mean 33.94), SC male students (33.25) and OBC male students (mean 34.56).

In this section an attempt has been to find out the effect of Type of Caste (Gen, SC and OBC) and Gender (Male and Female) on Achievement Motivation, 2x3 factorial design was used and an analysis of variance calculated. The result are given in table no. 10.1

Table No. 10.1

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	330.01	1	330.01		9.67 < .01
B. Types of Caste (Gen, SC, OBC)	252.45	2	126.23		3.70 < .05
A x B interactions	29.20	2	14.60		0.43 > .05
Within cell	16175.32	474	34.13		
Total	16786.99	479	d.f. 1	.05 .01	3.86 6.70
			d.f. 2	.05 .01	3.02 4.66

It is evident from Table no. 10.1 that Gender (male and female) have significantly effect achievement motivation (F ratio found 9.67 at .01 level). Also types of caste have significantly effect the achievement motivation (F ratio found 3.70 at .05 level) but interaction effect of gender and type of caste don't effect the achievement motivation (F ratio found 0.43 at .05 level). Thus the hypothesis stating (10) "There is no significant effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on achievement motivation" is rejected.

Part E

To study the effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Emotional Intelligence.

Table shows the Mean and SD of Emotional Intelligence among different caste (Gen, SC and OBC) and Gender (male and female).

Table 11

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	131.50	127.51	126.59	128.53
		SD	11.72	12.34	12.10	12.20
	Female	N	80	80	80	240
		Mean	130.46	128.53	129.58	129.52
		SD	10.57	14.22	10.62	11.90
Total		N	160	160	160	480
		Mean	130.98	128.02	128.08	129.03
		SD	11.14	13.28	11.45	12.05

Table 11 shows that female students have good emotional intelligence (mean 129.52) than male students (mean 128.53). As comparison according to caste emotional intelligence of Gen student is good (mean 130.98) than OBC (mean 128.08) and SC (128.02). Result of table 10 reveal Gen Male students emotional intelligence is good (mean 131.50) than Gen female students (mean 130.46) but SC female students emotional intelligence is good (mean 128.53) than SC male (mean 127.51). OBC female and male have no difference in emotional

intelligence female score is (mean 129.58) and OBC male score is (mean 126.59).

To find out the effect of caste (Gen, Sc, OBC) and gender (Male and Female) on emotional intelligence, 2x3 factorial design was used and analysis of variance was calculated. The results are given in table 11.1.

Table 11.1

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	117.02	1	117.02		0.81 > .05
B. Types of Caste (Gen, SC, OBC)	916.82	2	458.41		3.19 < .05
A x B interactions	324.05	2	162.03		1.13 > .05
Within cell	68180.76	474	143.84		
Total	69538.65	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

It is evident from table 11.1 that types of caste (Gen, SC, OBC) significantly effect the emotional intelligence (F ratio found 3.19 at .05 level). But Gender (male and female) does not effect the emotional intelligence (F ratio found 0.81 at .05 level). Interaction of caste (Gen, SC, OBC) and gender (Male and Female) also not significantly effect emotional intelligence (F ratio found 1.13 at .05 level). So the hypothesis (11) "There is no significant effect of caste of student (Gen, SC, OBC) and gender (Male and Female) on emotional intelligence" is rejected.

To study the effect of caste (Gen, SC, OBC) and gender (Male and Female) on Emotional Intelligence as self-awareness.

Coming table 11.1.1 show the Mean and SD value between caste of students (Gen, SC and OBC) and gender (Male and Female) of emotional intelligence as self-awareness.

Table 11.1.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	17.25	16.50	16.40	16.72
		SD	1.92	2.66	2.40	2.37
	Female	N	80	80	80	240
		Mean	17.11	16.35	16.84	16.77
		SD	2.06	2.51	1.91	2.19
Total		N	160	160	160	480
		Mean	17.18	16.43	16.62	16.74
		SD	1.99	2.58	2.17	2.28

Result of table 11.1.1 shows that self –awareness of female students is good (mean 16.77) than male (mean 16.72). Table also shows that Gen students have more self-awareness (mean 17.18) than OBC (mean 16.62) and SC (mean 16.43). Comparison between caste and gender Gen male students have more self-awareness (mean 17.25) than SC (mean 16.50) and OBC (mean 16.40), also Gen female have good self-awareness (mean 17.11) than OBC (16.84) and SC (mean 16.43). Gen male is good (mean 17.25) than Gen female (mean 17.11), also SC male is good (mean 16.50) than SC female (mean 16.35). But

OBC female is good (mean 16.84) than OBC male (mean 16.40) in self-awareness.

Section also attempts to find out the effect of caste (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-awareness. For this 2x3 factorial designs was use and analysis of variation calculated. The result are given in the table 11.1.2

Table 11.1.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	0.30	1	0.30		0.06 > .05
B. Types of Caste (Gen, SC, OBC)	49.38	2	24.69		4.83 < .01
A x B interactions	9.01	2	4.51		0.88 > .05
Within cell	2425.27	474	5.12		
Total	2483.97	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Result of table 11.1.2 has been shows that types of Castes (Gen, Sc and OBC) have significant effect the emotional intelligence as self-awareness (F ratio found 4.83 at .01 level) but gender (male and female) have not significant effect on emotional intelligence as self-awareness (F ratio found 0.06 at .05 level). Also result of table 11.1.2 reveald that interaction of caste (Gen, Sc and OBC) and gender (Male and Female) has no significant effect on emotional intelligence as self-awareness (F ratio found 0.88). Thus the hypothesis (11.1) stating, "There is no significant effect of Castes of Student (Gen, SC, OBC) and Gender

(Male and Female) on emotional intelligence as self-awareness," is rejected.

To study the effect of caste (Gen, SC, OBC) and gender (Male and Female) on Emotional Intelligence as empathy.

Table 11.2.1 show the Mean and SD value between caste of students (Gen, SC and OBC) and gender (Male and Female) of emotional intelligence as empathy.

Table 11.2.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	18.28	18.13	17.86	18.09
		SD	3.09	3.35	3.12	3.18
	Female	N	80	80	80	240
		Mean	17.89	18.21	17.71	17.94
		SD	2.98	3.44	3.00	3.14
	Total	N	160	160	160	480
		Mean	18.08	18.17	17.79	18.01
		SD	3.03	3.38	3.05	3.16

This table result shows that Male students emotional intelligence as empathy is good (mean 18.09) than female students (mean 17.94). Result reveald that SC student's empathy is good (mean 18.17) than Gen (mean 18.08) and OBC (mean 17.79). Results consider that Gen male is good (mean 18.28) than SC male (mean 18.13) and OBC male (17.86). In Female, SC female have good empathy (mean 18.21) than

Gen female (mean 17.89) and OBC female (mean 17.71). Table 11.2.1 shows that Gen male have good empathy (mean 18.29) than Gen female (mean 17.89). But SC female have good empathy (mean 18.21) than SC male (mean 18.13). OBC male have good empathy (mean 17.86) than OBC female (mean 17.71).

This section has been made to find out the effect of Caste (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as empathy. For this purpose 2x3 factorial design was used and an analysis of variance was calculated. The result of that analysis has shown in table 11.2.2.

Table 11.2.2

Source of Variation	Sum of Square	df	Mean Squares	F Ratio
A. Male and Female	2.70	1	2.70	0.27 > .05
B. Types of Caste (Gen, SC, OBC)	12.76	2	6.38	0.64 > .05
A x B interactions	4.51	2	2.26	0.22 > .05
Within cell	4753.95	474	10.03	
Total	4773.92	479	.05 .01 .05 .01	3.86 6.70 3.02 4.66

Table 11.2.2 has show that there is no significant effect found in gender male and female (F ratio found 0.27 at .05 level). Results shows that there is no significant effect of caste (Gen, SC and OBC) on empathy. Also in interaction of gender and caste we not found any significant effect (F ratio found 0.22 at .05 level). Thus the hypothesis (11.2), "There is no significant effect of caste of student (Gen,

SC, OBC) and Gender (Male and Female) on emotional intelligence as empathy." is confirmed.

To study the effect of caste (Gen, SC, OBC) and gender (Male and Female) on Emotional Intelligence as self-motivation.

Table 11.3.1 show the Mean and SD value between caste of students (Gen, SC and OBC) and gender (Male and Female) of emotional intelligence as self-motivation.

Table 11.3.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	23.23	22.19	22.29	22.57
		SD	2.86	3.02	2.91	2.95
GENDER	Female	N	80	80	80	240
		Mean	23.29	22.66	22.94	22.96
		SD	2.54	3.25	2.83	2.89
Total		N	160	160	160	480
		Mean	23.26	22.43	22.61	22.76
		SD	2.69	3.13	2.88	2.92

Result of table 11.3.1 shows that Female students self-motivation is good (mean 22.96) than male students (mean 22.57). In caste Gen student's self-motivation is good (mean 23.26) than OBC students (mean 22.61) and SC students (mean 22.61). Table also shows that Gen male has good self-motivation (mean 23.23) than OBC male (mean 22.29) and SC male (mean 22.19). Also Gen female student has good self-

motivation (mean 23.29) than OBC female students (mean 22.94) and SC female students (mean 22.66). Comparison between same caste male and female, Gen female have good self-motivation (mean 23.29) than Gen male (mean 23.23). Also SC female student has good self-motivation (mean 22.66) than SC male (22.19). OBC Female student is also has good self-motivation (mean 22.94) than OBC male students (mean 22.29).

To study the effect of caste (Gen, SC and OBC) and gender (male and female) on self-motivation an analysis of variance of 2x3 factorial design was calculated. A result of this analysis shows in table 11.3.2.

Table 11.3.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	18.80	1	18.80		2.22 > .05
B. Types of Caste (Gen, SC, OBC)	660.83	2	30.41		3.60 < .05
A x B interactions	7.28	2	3.64		0.43 > .05
Within cell	4009.49	474	8.46		
Total	4096.40	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Result shows that male and female have no significant effect on self-motivation but caste (Gen, SC, OBC) has significant effect on self-motivation (F ratio found 3.60 at .05 level). Interaction of gender and caste has no significant effect (F ratio found 0.43 at .05 level) on self-motivation. Thus the

hypothesis (11.3) that, "There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-motivation." Is rejected.

To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as Emotional stability.

Table 11.4.1 shows the Mean and SD of Emotional stability among Gen, SC, OBC male and female students.

Table 11.4.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	15.65	15.44	15.26	15.45
		SD	2.25	2.32	2.32	2.29
	Female	N	80	80	80	240
		Mean	15.31	15.30	15.54	15.38
		SD	2.15	2.46	2.31	2.30
Total		N	160	160	160	480
		Mean	15.48	15.37	15.40	15.42
		SD	2.20	2.38	2.31	2.29

Result of table 11.4.1 indicates that Male has good emotional stability (mean 15.45) than female (mean 15.38). As Gen, SC, OBC male students Gen male have good emotional stability than SC male (mean 15.44) and OBC male (mean 15.26). But In female OBC female has good emotional stability (mean 15.54) than Gen female (mean 15.31) and SC female

(mean 15.30). Gen male and Gen female, male is better (mean 15.65) than female (mean 15.31) in emotional stability. Also in SC male is better (mean 15.44) than female (mean 15.30). But OBC female is better (mean 15.54) than male (mean 15.26) in emotional stability.

In this section an attempt to saw the effect of caste (Gen, SC, OBC) and Gender (Male and Female) on emotional stability. A 2x3 factorial design with analysis of variance was calculated and result has show in table 11.4.2.

Table 11.4.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	0.53	1	0.53		0.10 > .05
B. Types of Caste (Gen, SC, OBC)	1.08	2	0.54		0.10 > .05
A x B interactions	7.80	2	3.90		0.74 > .05
Within cell	2509.25	474	5.29		
Total	2518.67	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Table 11.4.2 shows that male and female has no significant effect (F ratio found 0.10 at .05 level) on emotional stability. Also type of caste (Gen, SC, and OBC) has no significant effect on emotional stability (F ratio found 0.10 at .05 level). Interaction of Gender and Caste also has no significant effect on emotional stability (F ratio found 0.74 at .05 level). Thus the hypothesis (11.4) stated that, "There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and

Female) on emotional intelligence as Emotional stability, " is confirmed.

To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as Managing Relations.

Table 11.5.1 show the Mean and SD value of managing relations among caste (Gen, SC, OBC) and gender (male and female).

Table 11.5.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	14.86	13.91	14.03	14.27
		SD	2.37	2.62	2.65	2.57
	Female	N	80	80	80	240
		Mean	15.10	14.66	14.61	14.79
		SD	1.98	2.28	2.14	2.14
Total		N	160	160	160	480
		Mean	14.98	14.29	14.32	14.53
		SD	2.18	2.48	2.42	2.38

The result of table 11.5.1 shows that in all female students have good managing relations (mean 14.79) than all categories male students (mean 14.27). As caste wise Gen students have good managing relations (mean 14.98) than OBC (mean 14.32) and SC (mean 14.29). Table also shows that Gen male have good managing relations (mean 14.86) than OBC male (mean

14.03) and SC male (mean 13.91). In female Gen female also have good managing relations (mean 15.10) than SC female (mean 14.66) and OBC female (mean 14.61). With comparison between same caste male and female, all caste female have good managing relations Gen female (mean 15.10), SC female (14.66) and OBC female (mean 14.61) than all caste male, Gen male (mean 14.85), Sc male (mean 13.91) and OBC male (mean 14.03).

This section shows the effect of gender (male and female) and caste (Gen, SC, OBC) on managing relations. For this purpose 2x3 factorial design used and an analysis of variance calculated. The result of this analysis has shown in table 11.5.2.

Table 11.5.2

Source of Variation	Sum of Square	Df	Mean Squares	F Ratio
A. Male and Female	33.07	1	33.07	5.98 < .05
B. Types of Caste (Gen, SC, OBC)	49.13	2	24.56	4.44 < .05
A x B interactions	5.49	2	2.74	0.50 > .05
Within cell	2621.90	474	5.53	
Total	2709.59	479	d.f. 1 .05 .01 d.f. 2 .05 .01	3.86 6.70 3.02 4.66

Results of table 11.5.2 shows that gender have significant effect on managing relations (F ratio found 5.98 at .05 level). Also types of caste (Gen, Sc and OBC) have significant effect on managing relations (F ratio found 4.44 at .05 level). But interactions of gender

(male, female) and caste (Gen, SC and OBC) have no significant effect on managing relations. So the hypothesis (11.5) stating that, "There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as managing relations." Is rejected.

To study the effect of caste of student (Gen, Sc, OBC) and Gender (Male and Female) on Emotional Intelligence as Integrity.

Table no. 11.6.1 shows the Mean and SD value of emotional intelligence as Integrity among Caste (Gen, SC, and OBC) and Gender (Male and Female).

Table no. 11.6.1

Sub Groups			Type of Caste			Total	
			Gen	SC	OBC		
GENDER	Male	N	80	80	80	240	
		Mean	11.09	10.63	10.60	10.77	
		SD	1.95	2.24	1.80	2.01	
GENDER	Female	N	80	80	80	240	
		Mean	10.99	11.18	10.95	11.04	
		SD	1.69	1.88	1.66	1.74	
Total		N	160	160	160	480	
		Mean	11.04	10.90	10.78	10.90	
		SD	1.82	2.08	1.73	1.88	

The result shows that Female students have good Integrity (mean 11.04) than male students (mean 10.77). Result shows Gen students have good integrity (mean 11.04) than Sc students (mean 10.90) and

OBC (mean 10.78). Through this table result explain that Gen Male has good Integrity (mean 11.09) than SC male (mean 10.63) and OBC male (mean 10.60). But in Female SC female have good integrity (mean 11.18) than Gen female (mean 10.99) and OBC female (10.95). In comparison between caste and gender Gen male show good integrity (mean 11.09) than Gen female (mean 10.99). But SC female has good integrity (mean 11.18) than SC male (mean 10.63). Also OBC female have good integrity (mean 10.95) than OBC male (mean 10.60).

This part shows the effect of caste (Gen, SC and OBC) and Gender (Male and Female) on integrity. For this 2x3 factorial design was applied and an ANOVA was calculated. The result show in the table no.11.6.2.

Table no. 11.6.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	8.53	1	8.53		2.42 > .05
B. Types of Caste (Gen, SC, OBC)	5.52	2	2.76		0.78 > .05
A x B interactions	8.87	2	4.43		1.25 > .05
Within cell	1674.68	474	3.53		
Total	1697.59	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Result of table no. 11.6.2 shows that Gender (male and female) has no significant effect on integrity (F ratio found 2.42 at .05 level). Also there is no significant effect found of Caste (Gen, SC and OBC) on integrity (F ratio found 0.78 at .05 level). Interaction of gender and caste also has not significant effect on integrity (F ratio found 1.25 at .05

level). Thus the hypothesis stating (11.6), "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Emotional Intelligence as Integrity," is confirmed.

To study the effect of caste of student (Gen, Sc, OBC) and Gender (Male and Female) on Emotional Intelligence as Self-Development.

Table no. 11.7.1 shows the Mean and SD of emotional intelligence as self-development among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 11.7.1

Sub Groups		Type of Caste			Total
		Gen	SC	OBC	
GENDER	Male	N	80	80	240
		Mean	7.76	7.56	7.70
		SD	1.47	1.40	1.53
	Female	N	80	80	240
		Mean	7.59	7.50	7.65
		SD	1.38	1.62	1.45
Total		N	160	160	480
		Mean	7.68	7.53	7.71
		SD	1.42	1.51	1.49

The result of table no. 16.7.1 shows that Male students have good self-development (mean 7.70) than Female students (mean 7.58). In caste OBC students has good self-development (mean 7.71) than Gen students (mean 7.68) and SC students (mean 7.53). Table also shows that OBC Male students have good self-development (mean 7.78) than

Gen male (mean 7.76) and SC male (mean 7.56). Also OBC Female has good self-development (mean 7.65) than Gen female (mean 7.59) and SC female (7.50). Results show that Gen male has good self-development (mean 7.76) than Gen female (mean 7.59). But SC male has good self-development (mean 7.56) than SC female (mean 7.50). Also OBC male have good self-development (mean 7.76) than OBC female (mean 7.65).

Table no. 11.7.2 shows the effect of caste (Gen, SC and OBC) and gender (Male and Female) on emotional intelligence as self-development. For this a 2x3 factorial designs were applied on data and an ANOVA was calculated. The results are given in table 11.7.2.

Table no. 11.7.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	1.75	1	1.75		0.80 > .05
B. Types of Caste (Gen, SC, OBC)	2.93	2	1.76		0.67 > .05
A x B interactions	0.25	2	0.13		0.06 > .05
Within cell	1035.71	474	2.19		
Total	1040.65	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Result shows that gender (Male and Female) has no significant effect of emotional intelligence as self-development (F ratio found 0.80 at .05 level). Also caste (Gen, SC and OBC) has no significant effect on emotional intelligence as self-development (F ratio found 0.67 at .05 level). Interaction of gender and caste also has no significant effect on emotional intelligence as self-development. Thus the hypothesis no.

11.7 stating that, "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Emotional Intelligence as self-development," is confirmed.

To study the effect of caste of student (Gen, Sc, OBC) and Gender (Male and Female) on Emotional Intelligence as Value Orientation.

Table no. 11.8.1 shows mean and SD value of emotional intelligence as value orientation among caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 11.8.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	7.85	7.65	7.38	7.63
		SD	1.46	1.50	1.69	1.56
	Female	N	80	80	80	240
		Mean	7.70	7.71	7.90	7.77
		SD	1.37	1.34	1.27	1.33
Total		N	160	160	160	480
		Mean	7.78	7.68	7.64	7.70
		SD	1.41	1.42	1.52	1.45

Result of table 11.8.1 reveal that Female students have good value orientation (mean 7.77) than male students (mean 7.63). Gen students value orientation is good (mean 7.78) than SC students (mean 7.68) and OBC students (mean 7.64). Table shows that Gen male students value orientation is good (mean 7.85) than SC male students

(mean 7.65) and OBC male (mean 7.38). But OBC female have good value orientation (mean 7.90) than SC female (7.71) and Gen female (mean 7.70). Table also shows that Gen male student's value orientation is good (mean 7.85) than Gen female students (mean 7.70). But SC female students have good value orientation (mean 7.71) than SC male students (mean 7.65). Also OBC female students have good value orientation (mean 7.90) than OBC male students (mean 7.38).

The effect of Caste (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as value orientation has shown in Table no. 11.8.2. For this a 2x3 factorial design was applied and an analysis of variance was calculated.

Table no. 11.8.2

Source of Variation	Sum of Square	df	Mean Squares	F Ratio
A. Male and Female	2.55	1	2.55	1.22 > .05
B. Types of Caste (Gen, SC, OBC)	1.58	2	0.79	0.38 > .05
A x B interactions	9.53	2	4.76	2.28 > .05
Within cell	991.54	474	2.09	
Total	1005.20	479	d.f. 1	.05 3.86
				.01 6.70
			d.f. 2	.05 3.02
				.01 4.66

The table 11.8.2 shows that Gender (male and female) has no significant effect on emotional intelligence as value orientation (F ratio found 1.22 at .05 level). Also Caste (Gen, SC and OBC) has no significant effect on emotional intelligence as value orientation (F ratio found 0.38 at .05 level). Interactions of gender and caste also have no significant effect on emotional intelligence as value orientation (F ratio

found 2.28 at .05 level). Thus the hypothesis stating (11.8), "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Emotional Intelligence as value orientation," is confirmed.

To study the effect of caste of student (Gen, Sc, OBC) and Gender (Male and Female) on Emotional Intelligence as Commitment.

Table no. 11.9.1 shows the mean and SD value of emotional intelligence as Commitment among caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 11.9.1

Sub Groups			Type of Caste			Total
GENDER	Male	N	Gen	SC	OBC	
		Mean	8.18	8.03	7.93	8.04
		SD	1.53	1.49	1.47	1.50
	Female	N	80	80	80	240
		Mean	8.19	8.06	8.09	8.11
		SD	1.35	1.32	1.12	1.26
	Total	N	160	160	160	480
		Mean	8.18	8.04	8.01	8.08
		SD	1.44	1.41	1.31	1.38

Table result reveal that female commitment value is good (mean 8.11) than male (8.04). In caste Gen student's commitment value is good (mean 8.18) than SC students (mean 8.04) and OBC students (mean 8.09). In different caste male students Gen male Students have good commitment (mean 8.18) than SC male students (mean 8.03) and

OBC male students (mean 7.93). In Female of different caste Gen female students also have good commitment value (mean 8.19) than OBC female students (mean 8.09) and SC female students (mean 8.06). But in same caste male and female students Gen female has good commitment (mean 8.19) than Gen male students (mean 8.18). Also SC female students have good commitment value (mean 8.06) than SC male (mean 8.03). Also OBC female has good commitment value (mean 8.09) than OBC male students (mean 7.93).

In table 11.9.2 shows the significant effect of caste (Gen, SC and OBC) and gender (Male and Female) on emotional intelligence as commitment. For this an analysis of variance was calculated in 2x3 factorial designs.

Table no. 11.9.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	0.60	1	0.60		0.31 > .05
B. Types of Caste (Gen, SC, OBC)	2.72	2	1.36		0.70 > .05
A x B interactions	0.52	2	0.26		0.13 > .05
Within cell	914.31	474	1.93		
Total	918.15	479	d.f. 1 d.f. 2	.05 .01 .05 .01	3.86 6.70 3.02 4.66

Results of table 11.9.2 show that, Gender (Male and female) has no significant effect on emotional intelligence as commitment (F ratio found 0.31 at .05 level). Also Caste (Gen, SC and OBC) has no significant effect on emotional intelligence as commitment (F ratio found 0.70 at .05 level). Interaction of gender and caste also has not significant

effect on emotional intelligence as commitment (F ratio found 0.13 at .05 level). Thus the hypothesis (11.9), "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Emotional Intelligence as Commitment," is confirmed.

To study the effect of caste of student (Gen, Sc, OBC) and Gender (Male and Female) on Emotional Intelligence as Altruistic Behaviour.

Table 11.10.1 show the value of mean and SD of emotional intelligence as Altruistic Behaviour among different caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 11.10.1

Sub Groups			Type of Caste			Total	
			Gen	SC	OBC		
GENDER	Male	N	80	80	80	240	
		Mean	7.36	7.49	7.08	7.31	
		SD	1.50	1.70	1.48	1.57	
GENDER	Female	N	80	80	80	240	
		Mean	7.30	6.89	7.35	7.18	
		SD	1.52	1.55	1.70	1.60	
Total		N	160	160	160	480	
		Mean	7.33	7.19	7.21	7.24	
		SD	1.51	1.65	1.60	1.58	

Result reveal that altruistic behaviour of male students is good (mean 7.31) than female (mean 7.18). In different caste Gen students altruistic behaviour is good (mean 7.33) than OBC students (mean 7.21)

and SC students (mean 7.19). In caste SC male have good altruistic behaviour (mean 7.49) beside Gen male students (mean 7.36) and OBC male students (mean 7.08). But in female, OBC female have good altruistic behaviour (mean 7.35) than Gen female students (mean 7.30) and SC female students (mean 6.89). In gender Gen male students has good altruistic behaviour (mean 7.36) than Gen female (mean 7.36). Also SC male altruistic behaviour is good (mean 7.49) than SC female (mean 6.89). But in OBC, Female has good altruistic behaviour (mean 7.35) than OBC male (mean 7.08).

In this section an attempt has been made to find out the effect of the caste (Gen, Sc, OBC) and gender (Male and Female) on emotional Intelligence as Altruistic Behaviour, 2x3 factorial design was used and an analysis of variance was calculated. The results are given in Table no. 11.10.2.

Table no. 11.10.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	2.00	1	2.00		0.80 > .05
B. Types of Caste (Gen, SC, OBC)	1.89	2	0.94		0.38 > .05
A x B interactions	15.58	2	7.79		3.13 < .05
Within cell	1181.01	474	2.49		
Total	1200.48	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Result of table 11.10.2 reveal that Gender (Male and Female) has no significant effect on emotional intelligence as altruistic behaviour (F ratio found 0.80 at .05 level). Also Type of Caste (Gen, SC and OBC) has no significant effect on emotional intelligence as altruistic behaviour (F ratio found 0.38 at .05 level). But interaction of Gender (Male and Female) and Type of caste (Gen, SC and OBC) have significant effect on emotional intelligence as altruistic behaviour (F ratio found 3.13 at .05 level). Thus the

hypothesis (11.10) stating, "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Emotional Intelligence as Commitment," is rejected.

Part F

To study the effect of caste of students (Gen, Sc and OBC) and Gender (Male and Female) on Mental Health.

Table 12.1 shows the Mean and SD of Mental Health among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 12.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	181.95	175.74	176.11	177.93
		SD	17.35	15.93	17.01	16.95
	Female	N	80	80	80	240
		Mean	178.64	178.00	177.19	177.94
		SD	15.24	15.76	13.88	14.93
Total		N	160	160	160	480
		Mean	180.29	176.87	176.65	177.94
		SD	16.37	15.83	15.49	15.95

The results of table indicate that mental health of female students is good (mean 177.94) than male students (mean 177.93). In caste Gen students have better mental health (mean 180.29) than SC students (mean 176.87) and OBC students (176.65). With table 12.1, result also shows that Gen male students have better mental health (mean 181.95) than OBC male students (mean 176.11) and SC male students (mean 175.74). In Female Gen female also have good mental health (mean 178.64) than SC female students (mean 178.00) and OBC female

(mean 177.19). But in same caste Gen male have good mental health (mean 181.95) than Gen female students (mean 178.64). But SC female students have good mental health (mean 178.00) than SC male students (mean 175.74). Also OBC female have good mental health (mean 177.19) than OBC male (mean 176.11).

In this section to found the effect of Caste (Gen, SC and OBC) and Gender (Male and Female) on mental health 2x3 factorial design were applied and an analysis of variance were calculated. The results are given in table no. 12.2.

Table no. 12.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	0.01	1	0.01		0.00 > .05
B. Types of Caste (Gen, SC, OBC)	1336.29	2	668.14		2.64 > .05
A x B interactions	689.88	2	344.94		1.36 > .05
Within cell	119901.95	474	252.96		
Total	121928.13	479	d.f. 1 d.f. 2	.05 .01 .05 .01	3.86 6.70 3.02 4.66

Table shows that Gender (Male and Female) has no significant effect on mental health (F ratio found 0.00 at .05 level). Also Caste (Gen, SC and OBC) has no significant effect on mental health (F ratio found 2.64 at .05 level). An interaction of gender and caste also has no significant effect on mental health (F ratio found 1.36 at .05 level). Thus the hypothesis (12) stating, "There is no significant effect of caste of

student (Gen, SC and OBC) and gender (Male and Female) on Mental Health," is confirmed.

To study the effect of caste of students (Gen, Sc and OBC) and Gender (Male and Female) on Mental Health as Realistic.

Table 12.1.1 shows the Mean and SD of Mental Health as realistic among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 12.1.1

Sub Groups			Type of Caste			Total
GENDER	Male	N	Gen	SC	OBC	
		Mean	36.04	35.93	35.03	35.66
		SD	3.59	4.23	4.63	4.18
	Female	N	80	80	80	240
		Mean	35.76	35.81	35.53	35.70
		SD	3.34	3.65	3.86	3.61
Total		N	160	160	160	480
		Mean	35.90	35.87	35.28	35.68
		SD	3.46	3.94	4.26	3.90

Results reveal that mental health as realistic of Female is good (mean 35.70) than Male students (mean 35.66). In caste Gen students has good realistic (mean 35.90) than SC students (mean 35.87) and OBC students (mean 35.28). Table also shows that Gen Male has high realistic value (mean 36.04) than SC male (mean 35.93) and OBC male (35.03). In Female, SC female have high realistic value (mean 35.81) than Gen female students (mean 35.76) and OBC female (mean 35.53).

It is also found that Gen male is more realistic (mean 36.04) than Gen female (mean 35.76). Also SC male is good realistic (mean 35.93) than SC female (mean 35.81). But OBC female have good realistic value (mean 35.53) than OBC male students (mean 35.03).

In this section an attempt to saw the effect of caste (Gen, SC and OBC) and Gender (Male and Female) on mental health as realistic. For this 2x3 factorial design was selected and an analysis of variance was calculated. The result shows in table 12.1.2

Table no. 12.1.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	24.75	1	24.75		1.27 > .05
B. Types of Caste (Gen, SC, OBC)	64.05	2	32.03		1.64 > .05
A x B interactions	76.07	2	38.03		1.95 > .05
Within cell	9246.16	474	19.51		
Total	9411.03	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Results shows that gender (male and female) have no significant effect on mental health as realistic (F ratio found .01 at .05 level). Also there is no significant effect found in caste (Gen, SC and OBC), (F ratio found 1.30 at .05 level). In interaction also there is no significant difference found in gender (Male and Female) and Caste (Gen, SC and OBC). Thus the hypothesis (12.1), that "There is no significant effect of

caste of student (Gen, SC and OBC) and gender (Male and Female) on Mental Health as realistic," is confirmed.

To study the effect of caste of students (Gen, Sc and OBC) and Gender (Male and Female) on Mental Health as Joyful Living.

Table 12.2.1 shows the Mean and SD of Mental Health as joyful living among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 12.2.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	39.04	37.20	37.93	38.05
		SD	4.10	4.68	5.08	4.68
	Female	N	80	80	80	240
		Mean	38.53	38.64	38.36	38.51
		SD	3.86	4.50	4.18	4.17
Total		N	160	160	160	480
		Mean	38.78	37.92	38.14	38.28
		SD	3.97	4.63	4.64	4.43

Mean and SD table no. 12.2.1 shows that Female students have good joyful living (mean 38.51) than male students (mean 38.05). Result shows that Gen students have good joyful living (mean 38.78) than OBC students (mean 38.14) and SC students (mean 37.92). Between the male caste, Gen male students have good joyful living (mean 39.04) than OBC male students (mean 37.93) and SC male students (mean 37.20). In female SC female have good joyful living (mean 38.64) than

Gen female students (mean 38.53) and OBC female students (Mean 38.36). In Gen male and female Gen male have good joyful living (mean 39.04) than Gen female students (mean 38.53). But in SC, female students have good joyful living (mean 38.64) than SC male students (mean 37.20). Also OBC female have good joyful living (mean 38.36) than OBC male students (mean 37.93).

Second section shows the effect of caste (Gen, SC and OBC) and Gender (Male and Female) on mental health as joyful living. To find out the effect in these sub groups 2x3 factorial designs were applied and an analysis of variance was calculated the result. Te result shows in table 12.2.2.

Table 12.2.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	24.75	1	24.75		1.27 > .05
B. Types of Caste (Gen, SC, OBC)	64.05	2	32.03		1.64 > .05
A x B interactions	76.07	2	38.03		1.95 > .05
Within cell	9246.16	474	19.51		
Total	9411.03	479	d.f. 1 d.f. 2	.05 .01 .05 .01	3.86 6.70 3.02 4.66

The result shows that there is no significant effect of gender (male and female) on mental health as joyful living (F ratio found 1.27 at .05 level). In Caste (Gen, SC and OBC), has no significant effect on mental health as joyful living (F ratio found 1.64 at .05 level). Interaction in gender and caste also has not significant effect on mental health as

joyful living (F ratio found 1.95 at .05 level). Thus the hypothesis (12.2) that, "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Mental Health as joyful living," is confirmed.

To study the effect of caste of students (Gen, Sc and OBC) and Gender (Male and Female) on Mental Health as Autonomy.

Table 12.3.1 shows the Mean and SD of Mental Health as autonomy among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 12.3.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	39.63	38.28	39.33	39.08
		SD	5.06	5.15	4.52	4.93
	Female	N	80	80	80	240
		Mean	39.56	38.71	38.98	39.08
		SD	4.51	5.20	4.13	4.63
Total		N	160	160	160	480
		Mean	39.59	38.49	39.15	39.08
		SD	4.78	5.16	4.32	4.78

The table shows that there is no significant difference between male and female students autonomy value, both have (mean 39.08) equal score. But as a caste Gen students have good autonomy value (mean 39.59) than OBC students (mean 39.15) and SC students (mean

38.49). Separately Gen Male students have high autonomy value (mean 39.63) than OBC male students (mean 39.33) and SC male students (mean 38.28). Also Gen female students have high autonomy value (mean 39.56) than OBC female students (mean 38.98) and SC female students (mean 39.56). The result shows that in Gen male and female students, Gen male students have good autonomy score (mean 39.63) than Gen female (mean 39.56). But in SC, female students have more autonomy value (mean 38.71) than male students (mean 38.28). In OBC, male has good autonomy value (mean 39.33) than OBC female students (mean 38.98).

To show the effect on mental health as autonomy of Caste (Gen, SC and OBC) and Gender (male and female) 2x3 factorial design was applied on data and an analysis of variance used to get the result. The result shows in table 12.3.2

Table 13.2.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	0.01	1	0.01		0.00 > .05
B. Types of Caste (Gen, SC, OBC)	98.00	2	49.00		2.14 > .05
A x B interactions	12.70	2	6.35		0.28 > .05
Within cell	10832.28	474	22.85		
Total	10942.99	479	.05 .01 .05 .01	3.86 6.70 3.02 4.66	

Result shows that gender (male and female) have no significant effect on mental health as autonomy (F ratio found 0.00 at .05 level).

Caste (Gen, SC and OBC) also has no significant effect on mental health as autonomy (F ratio found 2.14 at .05 level). The interaction results in gender and caste also have no significant effect on mental health as joyful living (F ratio found 0.28 at .05 level). Thus the hypothesis (12.3), "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Mental Health as autonomy," is confirmed.

To study the effect of caste of students (Gen, Sc and OBC) and Gender (Male and Female) on Mental Health as Emotional Stability.

Table 12.4.1 shows the Mean and SD of Mental Health as emotional stability among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table 12.4.1

Sub Groups			Type of Caste			Total
			Gen	SC	OBC	
GENDER	Male	N	80	80	80	240
		Mean	33.26	30.85	30.71	31.61
		SD	6.86	6.03	6.21	6.46
	Female	N	80	80	80	240
		Mean	31.13	31.08	31.13	31.11
		SD	5.67	5.23	5.14	5.33
Total		N	160	160	160	480
		Mean	32.19	30.96	30.92	31.36
		SD	6.36	5.63	5.69	5.92

Result shows that the emotional stability of male students is good (mean 31.61) than female students (mean 31.11). As Caste Gen students have good emotional stability (mean 32.19) than SC students (mean 30.96) and OBC students (mean 30.92). It show from table 12.4.1 that Gen male students have good emotional stability (mean 33.26) than SC male students (mean 30.85) and OBC male students (mean 30.71). Also Gen female and OBC female have equal emotional stability (mean 31.13) and better form SC female students (mean 31.08). Gen male have good emotional stability (mean 33.26) than Gen female students (mean 31.13). But SC female has good emotional stability (mean 31.08) than SC male students (mean 30.85). Also OBC female have good emotional stability (mean 31.13) than OBC male student (mean 30.71).

Second section shows the effect of Caste (Gen, SC and OBC) and Gender (Male and Female) on mental health as emotional stability. To get the result for this purpose 2x3 factorial design was applied on data and an analysis of variance was calculated. The result shows in table no. 12.4.2.

Table no. 12.4.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	30.00	1	30.00		0.87 > .05
B. Types of Caste (Gen, SC, OBC)	167.65	2	83.83		2.42 > .05
A x B interactions	161.59	2	80.79		2.33 > .05
Within cell	16427.13	474	34.66		
Total	16786.37	479	d.f. 1	.05	3.86
				.01	6.70
			d.f. 2	.05	3.02
				.01	4.66

Table shows that gender (male and female) have no significant effect on mental health as emotional stability (F ratio found 0.87). Also caste (Gen, Sc and OBC) has no significant effect on mental health as emotional stability (F ratio found 2.42). Interaction in caste and gender also has not significant effect on mental health as emotional stability (mean 2.33). Thus the hypothesis (12.4), "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Mental Health as emotional stability," is selected.

To study the effect of caste of students (Gen, Sc and OBC) and Gender (Male and Female) on Mental Health as Social Maturity.

Table 12.5.1 shows the Mean and SD of Mental Health as social maturity among Caste (Gen, SC and OBC) and Gender (Male and Female).

Table no. 12.5.1

Sub Groups		Type of Caste			Total	
		Gen	SC	OBC		
GENDER	Male	N	80	80	240	
		Mean	33.99	33.49	33.53	
		SD	4.99	3.92	4.46	
	Female	N	80	80	240	
		Mean	33.66	33.76	33.54	
		SD	4.27	4.52	4.30	
Total		N	160	160	480	
		Mean	33.83	33.63	33.54	
		SD	4.63	4.22	4.37	

The result shows that female students have good social maturity (mean 33.54) than male students (mean 33.53). Gen students have

good social maturity (mean 33.83) than SC students (mean 33.36) and OBC students (mean 33.16). Table shows that Gen male students have good social maturity (mean 33.99) than SC male students (mean 33.49) and OBC male students (mean 33.13). In Female, SC female students have good social maturity (mean 33.76) than Gen female students (mean 33.66) and OBC female students (mean 33.20). Comparison between male and female of caste, Gen male students have good social maturity (mean 33.99) than Gen female students (mean 33.66). But SC female has good social maturity (mean 33.76) than SC male students (mean 33.49). Also OBC female students have good social maturity (mean 33.20) than OBC male students (mean 33.13).

This section an attempt has been made to find out the effect of caste (Gen, SC and OBC) and Gender (male and female) on mental health as social maturity, 2x3 factorial design was applied on data and an analysis of variance was calculated. The results show in table no.

12.5.2.

Table no. 12.5.2

Source of Variation	Sum of Square	df	Mean Squares		F Ratio
A. Male and Female	0.01	1	0.01		0.00 > .05
B. Types of Caste (Gen, SC, OBC)	36.95	2	18.47		0.96 > :05
A x B interactions	7.47	2	3.73		0.19 > .05
Within cell	9120.90	474	19.24		
Total	9165.32	479	d.f. 1 d.f. 2	.05 .01 .05 .01	3.86 6.70 3.02 4.66

Results show that mental health as social maturity; of gender (male and female) has no significant effect (F ratio found 0.00 at .05 level). Also caste (Gen, SC and OBC) does not significant effect mental health as social maturity (F ratio found 0.96 at .05 level). Also Interaction in gender and caste do not significant effect on mental health as social maturity (F ratio found 0.19 at .05 level). Thus the hypothesis (12.5), "There is no significant effect of caste of student (Gen, SC and OBC) and gender (Male and Female) on Mental Health as social maturity," is selected.

Conclusion

The researcher found the following conclusions –

1. The achievement motivation of OBC students is better than General and SC students.
2. Female have high achievement motivation than male. Male and Female have an significant difference on achievement motivation
3. General students have high Self-awareness, Self-motivation, Emotional Stability, Managing Relations, Integrity, Value Orientation, Commitment and Altruistic behaviour than SC and OBC students. SC students have high Empathy than General and OBC students. OBC students have high Self-development quality than General and SC students. Over all General students emotional intelligence is better than OBC and SC students.
4. Female students have high emotional intelligence than male students. But Male students have high score in Empathy, Emotional Stability, Self Development, and altruistic behaviour than Female. The significant difference found between male and female on Managing relations.
5. Art stream student's emotional intelligence is better than Science stream students. And there is significant difference found between art and science students on Emotional Intelligence. Art students have high Self-Awareness, Empathy, Self-Motivation, Emotional Stability, Managing relations, Integrity, Self-Development, Value

Orientation, and Commitment but Science students have high score in Altruistic Behaviour.

6. There are significant differences found between art and science students on Self-Awareness, Self-Motivation and Integrity of Emotional Intelligence.
7. Mental Health of General students find better than SC students and OBC students. General students have high Realistic, Joyful Living, Autonomous, Emotional Stability and Social Maturity than SC and OBC students.
8. General & OBC students have significant difference on Mental Health. General & SC students have significant difference on Autonomous. But SC and OBC students have no significant difference on mental health and their different factors.
9. Female students and Male students have not high difference on mental health. But Male students have high Emotional stability. And female have high Realistic, Joyful Living and Social maturity values.
10. Art stream students and Science stream Students have significant difference on Joyful living and Autonomous. Art students is high Realistic, Joyful living, Autonomous and Emotional Stability but Science students have high Social Maturity.
11. Type of gender (Male and Female) significantly effect Achievement motivation, Type of caste (Gen, SC and OBC) also

significantly effect Achievement motivation. But Interaction between gender and caste do not effect Achievement motivation.

12. Type of caste (Gen, SC and OBC) of students significantly effect emotional intelligence.
13. Emotional intelligence as self-awareness, self-motivation, and managing relation is significantly effected by student's caste (Gen, SC and OBC) but Emotional intelligence as Managing relations significantly effected by Gender (Male and Female).
14. Interaction of Gender (Male and Female) and Caste (Gen, SC and OBC) of students significantly effect Emotional Intelligence as altruistic behaviour.
15. Gender and Caste of students does not significant effect The Mental Health and their different factors.

Limitations of the present study

1. The present study is confined to the Bundelkhand region of Uttar Pradesh. Hence the result obtained and the interferences drawn are relevant to the subjects of Bundelkhand area.
2. The present study is confined to the subjects of 17 to 20 years of age of graduate standards.

Suggestions for further studies

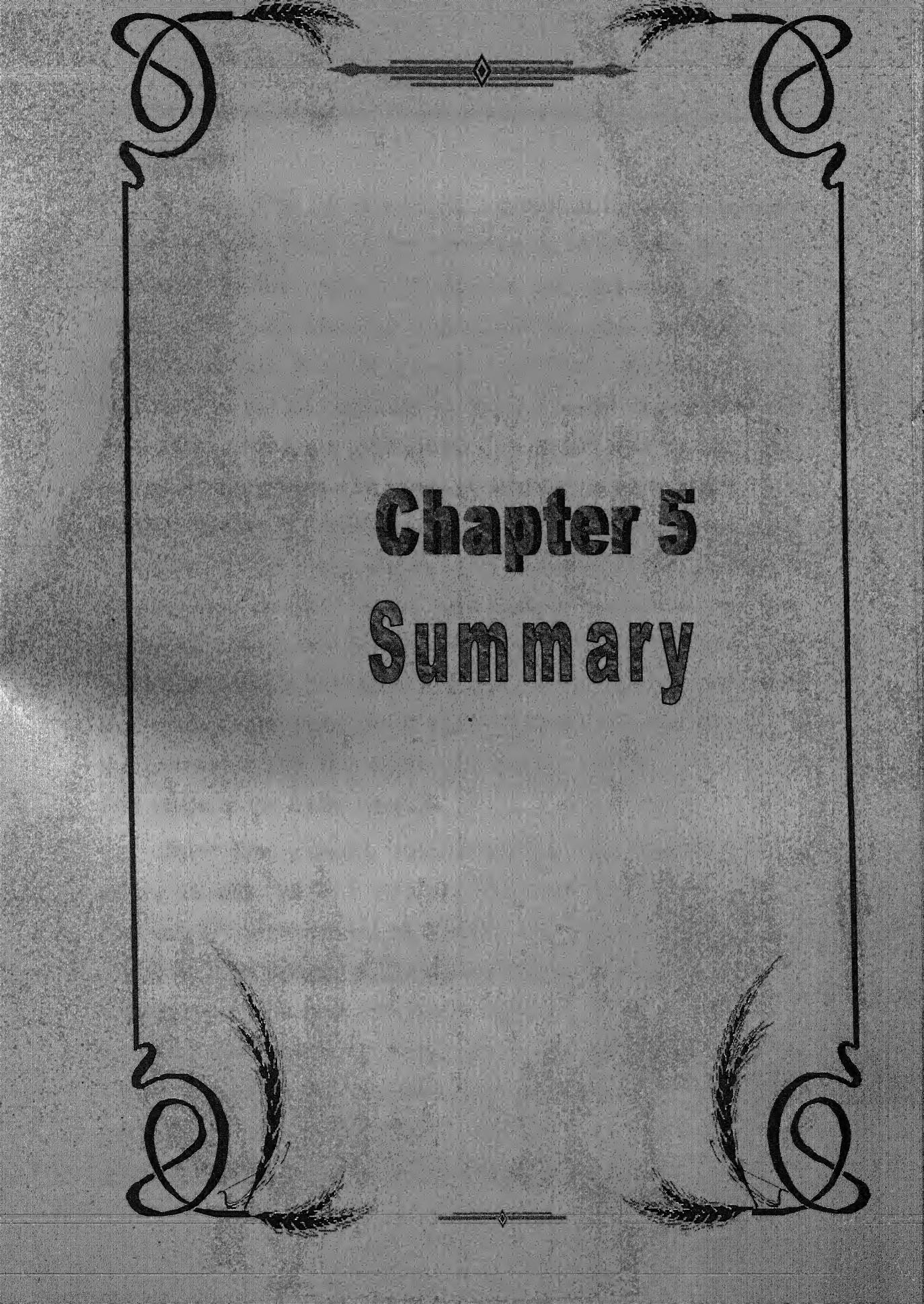
The field of research is an ocean, nobody consist a whole in one things. This research also not beyond of these things. For further future it has a wide field to others research. My attempt is a drop of ocean to know to understand the emotional intelligence, mental health and achievement motivation towards student's gender and their caste. And this research result plays a vital role for changing the thought towards lower or reserve categories students.

After finding these results we can provide facilities for those who seems to week in these fields. Which is necessary to develop students mentality and also for their personality development. The results of the study are open to further research and verification.

The present study was considered to Bundelkhand Area of U.P. with reference to their society and caste. Hence, conclusions drawn from the present study are applicable to the subjects of this particular area. Further researchers may be taken up on the wider population of different region of the state in order to make broader generalizations about subjects.

To understand the emotional intelligence, achievement motivation and mental health of students towards their gender and caste It is essential to study their stream of education. Because in present scenario faculty of students also effect their emotional intelligence, achievement motivation and mental health.

BOOKS



Chapter 5

Summary

Summary

Introduction -

A caste may be defined as a group of families internally united by some rules for the observance of ceremonial purity, especially in the matters of family's diet and marriage. The rules, which bind together a group of families, also serve to separate it from all other groups. The family's forming a caste may or may not be restricted to any particular occupation and may or may not have tradition to it is determined by birth only and no change from one caste to another is permissible. The system gradually developed into an inspirable part of our social life. In the initial stages of its development it was based on functions only but as the time passed it degenerated and becomes close to the tyranny of one class over the other. The watertight compartments of the Jati-system are due to later Brahmanas interpretation of term VARNA. The superiority of the Brahmins and their superior standard of Dharma mark the first stage of the caste system.

With the growing realization of the fact that this centuries old "VARNA VYAVASTAH" has seriously impaired the overall development of society. In sharp contrast to the purity of a Brahman, a Sweeper born of Sweeper parents is considered to be born inherently polluted. The involvement of sweeper with cleaning feces from latrines and sweeping public lanes filth accords with their low status position at the bottom of the Hindu caste hierarchy. Members of the Leatherworker (Chamar) caste are ascribed a very low status

constant with their association with the cast occupation of skinning dead animal and training the leather.

There are many Indians, particularly among the educated urban elite, who do not follow traditional purity and pollution practices. In modern Indian the term caste is used for "JAT". British used two terms to describe Indian communities. Castes and tribes. The term caste was used for Jats and tribes were those communities who were lived deep in jungles.

According to central government policy three category General, Schedule caste / Schedule tribe and Other backward classes defined in constitutions of Indian. In which 15% of India's populations are Scheduled Caste and 15% of government jobs and admission are reserved for SC. Schedule tribes about 7.5% places are reserved and 27% a huge amount of reservation reserved for OBC.

In modern India new tensions were created because of these positive discrimination policies. The high caste communities feel discriminated by the government policy of reserve positions for the Backward Classes. In many cases a large number of high caste members compete for a few places reserved for them. While the Backward classes members do not have to compete at all because of the large number of reserved classes are accepted even though they are not suitable. Sometimes some reserved positions remain unmanned because there were few candidates from the lower classes causing more tension between the castes. Between the lower castes there are also tensions over reservation.

In august 1990, Prime minister Vishwanath Pratap Singh announced his intention to enforce the recommendations of the backward classes Commission (Mandal Commission) resulted in riots and self-immolations and contributed to the fall of the prime minister. The upper caste have been particularly adamant against these policies because unemployment is a major problem in India, and many feel that they are being unjustly excluded from posts for which they are better qualified than over-caste applications. However inspite of all these special treatments including financing help. Social development packages doesn't seem to be very my in control.

Keeping in the view the above mentioned present study role of the some of the psychological variables Achievement Motivation, Mental Health and Emotional Intelligence to find out their social development facilitation. The purpose of the research is to present a literature review to compare the level of Achievement Motivation, Mental Health and Emotional Intelligence of General, Schedule Caste and Other Backward Classes students

Thus the following research problem is selected for the present research.

"A Comparative study of Emotional Intelligence, Mental Health and Achievement Motivation of General, OBC, SC male and female students"

Objectives Of The Present Study –

The present research was undertaken keeping in view the importance of Mental Health, Emotional Intelligence and Achievement Motivation of different caste (Gen, SC, OBC). The research was conducted on Male and Female graduate students.

The general objectives of present research are the following –

1. To study the significant difference of Achievement Motivation of Gen, SC and OBC students.
2. To study the significant difference of Achievement Motivation between Male and Female students.
3. To study the significant difference of Achievement Motivation between Art and Science stream students.
4. To study the significant difference of Emotional Intelligence of Gen, SC and OBC students.
5. To study the significant difference of Emotional Intelligence between Male and Female students.
6. To study the significant difference of Emotional Intelligence between Art and Science stream students.
7. To study the significant difference of Mental Health between Gen, SC and OBC students.
8. To study the significant difference of Mental Health of Male and Female students.

9. To study the significant difference of Mental Health between Art and Science stream students.
10. To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Achievement Motivation.
11. To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Emotional Intelligence.
 - 11.1 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as self-awareness.
 - 11.2 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as empathy.
 - 11.3 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as self-motivation.
 - 11.4 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as Emotional stability.
 - 11.5 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as managing relations.

- 11.6 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as integrity.
 - 11.7 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as self-development.
 - 11.8 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as value orientation.
 - 11.9 To study the effect of caste of student (Gen, SC, OBC), Gender (Male and Female) and stream (Art & Science) on emotional intelligence as commitment.
 - 11.10 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on emotional intelligence as altruistic behaviour.
12. To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health.
 - 12.1 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as realistic.
 - 12.2 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as joyful living.

- 12.3 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as autonomy.
- 12.4 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as emotional stability.
- 12.5 To study the effect of caste of student (Gen, SC and OBC) and Gender (Male and Female) on Mental Health as social maturity.

Hypothesis Of The Present Study –

1. There is no significant difference of Achievement Motivation among Gen, SC and OBC students.
2. There is no significant difference of Achievement Motivation between Male and Female students.
3. There is no significant difference of Achievement Motivation between Art and Science stream students.
4. There is no significant difference of Emotional Intelligence among Gen, SC and OBC students.
5. There is no significant difference of Emotional Intelligence between Male and Female students.
6. There is no significant difference of Emotional Intelligence between Art and Science stream students.
7. There is no significant difference of Mental Health among Gen, SC and OBC students.

8. There is no significant difference of Mental Health between Male and Female students.
9. There is no significant difference of Mental Health between Art and Science stream students.
10. There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Achievement Motivation.
11. There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Emotional Intelligence.
 - 11.1 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-awareness.
 - 11.2 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as empathy.
 - 11.3 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-motivation.
 - 11.4 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as Emotional stability.

- 11.5 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as managing relations.
- 11.6 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as integrity.
- 11.7 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as self-development.
- 11.8 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as value orientation.
- 11.9 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as commitment.
- 11.10 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on emotional intelligence as altruistic behaviour.
12. There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health.

- 12.1 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as realistic.
- 12.2 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as joyful living.
- 12.3 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as autonomy.
- 12.4 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as emotional stability.
- 12.5 There is no significant effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health as social maturity.

Importance of the Present Study

The statuses of students are merely influenced by certain factors "Reservation" Privilege is one of them. It is observed generally that students who belong to reservation category are getting better prospects in comparison to others. They are privileged class regarding their educational and professional security occurring to this situation different critical elements arise. Those students who are meritorious, highly intelligent are facing conflicting position in their life. Their motivation and mental health are being affected due to inequalities in society.

There are several reports from different corners that unprivileged class of students are under uncertaining, frustration and severe depression consequently increase in suicidal activities.

This study will throw proper light on some situational factors, which will be beneficial in certain planning and policies for the betterment male and female students of both privileged and unprivileged class. General category students known as unprivileged class are more sufferers in present situation. The result of present study is far-reaching and important in social aspect. Comparative study will present actual situation of society, which will be helpful for govt. as well as nongovt. agencies for eradication of disparity in personality development of youths.

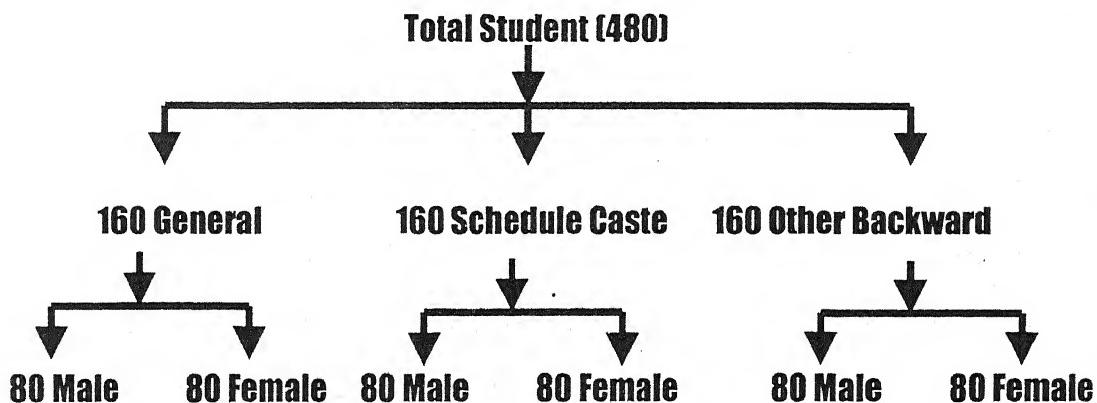
Population –

The present study was a comparative study between GEN, SC & OBC caste student of Bundelkhand Area of Uttar Pradesh. Jalaun, Jhansi, Lalitpur, Banda, Mahoba & Hamirpur are six district in the Bundelkhand Area of Utter Pradesh from which the sample collected.

The Sample –

In the present study we take 480 subjects in the age range of 17 to 21 years through purposive sampling technique. These subject classified under GEN, SC & OBC caste. Each of them has been 160 subjects. These subjects also classify in categories. The classification of all sample are as follows. In each 160 sample of one caste 80 Male and 80 female students will be taken for our study purpose

Classification of Sample



General. Those who have an honorable place in society. i.e. Brahman, Vaisya, Kayastha and know as intelligent person.

Scheduled Tribes. This category includes in it those communities who did not accept the caste system and preferred to reside deep in the jungles, forests and mountains of India, away from the main population. The Scheduled Tribes are also called Adivasi, meaning aborigines.

Other Backward Classes (OBC) or Backward Classes (BC). This category includes in it castes who belong to Sudra Varna and also former untouchables who converted from Hinduism to other religions.

Research Design and Variable –

Our aim is to understand the effect of Caste (GEN, SC and OBC) and Gender (Male and Female) on Mental Health, Achievement Motivation and Emotional Intelligence concert by discovering the relation among clearly defined variables in 2x3

factorial design. In a wide sense, a variable is a characteristic or attribute that can take a number of values.

Independent Variable –

J.C. Townsend – “An independent variable is the factor manipulated by experimenter in his attempt to ascertain its relationship to an observed phenomenon.”

A. L. Edwards – “The variable over which the investigator has control is called independent variable.”

Rathus - “Independent variable is a condition in a scientific study that is manipulated so that its effects may be observed”

In the present research problem independent variables are -

- Gender of Student (Male & Female)
- Caste of Student (GEN, OBC, SC)

Dependent variable.

Townsend - “A dependent variable is that factor which appears, disappears, or varies as the experimenter introduces or removes as varies the independent variable.”

D. Amato - “Any measured behavioural variable of interest in a psychological investigation is called a dependent variable.”

In the present research problem dependent variables are -

- Mental Health
- Emotional Intelligence
- Achievement Motivation

The Collection of data –

In the present study we took 480 subjects (160 Gen, 160 SC and 160 OBC). Each group divided in male and female (80-80 each). For subjective reliability we collect them from different degree college of different distt. and take only graduate students that

studying in part I, II and final years. For this we take help of their principal and teachers. Some female graduate students take from Girls College and some from Co-aid College. These students also categories by their caste, but ratio of each college are not same for caste distribution.

The statistical technique used –

In the present study firstly we compare each factor of independent variable (caste, gender) on dependent variable (Achievement Motivation, Emotional Intelligence and Mental Health), through this Mean and Standard Deviation of each group were calculated. The comparisons between different groups were made on the basis of the critical ratio with .05 and .01 levels of confidence considered significant. Applying critical ratio tested hypothesis no.1 to 9. Rest hypothesis were examined by an Analysis of variance.

The Data Analysis and Discussion

The results have been presented according to the following scheme.

Part A – Overall comparison of the achievement motivation of different sub groups (type of faculty, gender and caste).

Part B – Overall comparison of the Emotional Intelligence of different sub groups (type of faculty, gender and caste).

Part C – Overall comparison of Mental Health of different sub group (type of faculty, gender and caste).

Part D – To study the effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Achievement Motivation.

Part E – To study the effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Emotional Intelligence and there factors.

Part F – To study the effect of caste of student (Gen, SC, OBC) and Gender (Male and Female) on Mental Health and their factors.

Conclusion –

The researcher found the following conclusions –

1. The achievement motivation of OBC students is better than General and SC students.
2. Female have high achievement motivation than male. Male and Female have an significant difference on achievement motivation
3. General students have high Self-awareness, Self-motivation, Emotional Stability, Managing Relations, Integrity, Value Orientation, Commitment and Altruistic behaviour than SC and OBC students. SC students have high Empathy than General and OBC students. OBC students have high Self-development quality than General and SC students. Over all General students emotional intelligence is better than OBC and SC students.
4. Female students have high emotional intelligence than male students. But Male students have high score in Empathy, Emotional Stability, Self Development, and altruistic

behaviour than Female. The significant difference found between male and female on Managing relations.

5. Art stream student's emotional intelligence is better than Science stream students. And there is significant difference found between art and science students on Emotional Intelligence. Art students have high Self-Awareness, Empathy, Self-Motivation, Emotional Stability, Managing relations, Integrity, Self-Development, Value Orientation, and Commitment but Science students have high score in Altruistic Behaviour.
6. There are significant differences found between art and science students on Self-Awareness, Self-Motivation and Integrity of Emotional Intelligence.
7. Mental Health of General students find better than SC students and OBC students. General students have high Realistic, Joyful Living, Autonomous, Emotional Stability and Social Maturity than SC and OBC students.
8. General & OBC students have significant difference on Mental Health. General & SC students have significant difference on Autonomous. But SC and OBC students have no significant difference on mental health and their different factors.
9. Female students and Male students have not high difference on mental health. But Male students have high Emotional stability. And female have high Realistic, Joyful Living and Social maturity values.
10. Art stream students and Science stream Students have significant difference on Joyful living and Autonomous. Art students is high Realistic, Joyful living, Autonomous and

Emotional Stability but Science students have high Social Maturity.

11. Type of gender (Male and Female) significantly effect Achievement motivation, Type of caste (Gen, SC and OBC) also significantly effect Achievement motivation. But Interaction between gender and caste do not effect Achievement motivation.
12. Type of caste (Gen, SC and OBC) of students significantly effect emotional intelligence.
13. Emotional intelligence as self-awareness, self-motivation, and managing relation is significantly effected by student's caste (Gen, SC and OBC) but Emotional intelligence as Managing relations significantly effected by Gender (Male and Female).
14. Interaction of Gender (Male and Female) and Caste (Gen, SC and OBC) of students significantly effect Emotional Intelligence as altruistic behaviour.
15. Gender and Caste of students does not significant effect The Mental Health and their different factors.

Limitations of the present study

1. The present study is confined to the Bundelkhand region of Uttar Pradesh. Hence the result obtained and the interferences drawn are relevant to the subjects of Bundelkhand area.
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Suggestions for further studies

The field of research is an ocean, nobody consist a whole in one things. This research also not beyond of these things. For further future it has a wide field to others research. My attempt is a drop of ocean to know to understand the emotional intelligence, mental health and achievement motivation towards student's gender and their caste. And this research result plays a vital role for changing the thought towards lower or reserve categories students.

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To understand the emotional intelligence, achievement motivation and mental health of students towards their gender and caste It is essential to study their stream of education. Because in present scenario faculty of students also effect their emotional intelligence, achievement motivation and mental health.

Suggestions by research results are -

- "Reservation Policy" should be revised.
- Reservation in educational institution should be on economic bases.
- Regular counseling of every student should be arranged.

- There must be a awareness campaign regarding disparity in Male and Female students of unprivileged class (General Category).
- Govt. machinery should review the present situation of students.
- Certain units of Distt. Headquarter level should be established for betterment of students.

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WORKS
Submitted by
Chandru

Appendix

	General Intelligence										Mental Health										Emotional Intelligence										Mental Health													
	AM					EM					JFL					AUT					REA					JFL					AUT					ES					TOTAL			
	A	B	C	D	E	F	G	H	I	J	TOTAL	RE	AU	JFL	ES	SM	TOTAL	A	B	C	D	E	F	G	H	I	J	TOTAL	RE	AU	JFL	ES	SM	TOTAL										
1	38	16	20	26	17	15	9	5	10	7	135	40	46	48	29	30	193	36	18	19	24	17	13	12	8	10	8	7	136	34	44	42	28	37	185									
2	46	16	17	23	15	13	10	6	7	6	120	32	36	39	35	34	176	36	18	18	24	17	16	9	8	8	8	5	131	40	43	41	33	33	190									
3	24	17	18	21	12	14	10	8	8	3	9	125	32	38	39	28	35	172	48	20	24	25	18	16	14	10	10	8	8	155	35	39	48	32	32	186								
4	32	16	15	24	12	13	7	8	9	7	8	119	36	40	36	21	31	164	34	14	15	21	13	15	9	5	9	7	5	113	30	33	38	16	31	148								
5	40	15	13	24	11	14	12	6	7	6	9	117	35	36	36	31	31	177	32	19	17	24	14	17	12	6	9	8	8	134	36	37	37	31	31	172								
6	36	18	15	27	14	11	8	6	9	9	9	126	34	40	44	33	38	189	38	17	19	25	15	14	10	5	8	9	5	124	41	35	41	30	36	183								
7	28	17	15	20	16	15	13	7	8	7	8	126	40	40	37	20	26	163	38	17	17	25	16	13	10	6	6	8	9	127	36	37	37	32	30	172								
8	24	14	18	17	11	12	10	9	7	4	6	108	37	43	37	29	26	172	18	13	15	16	8	12	7	8	7	6	4	96	31	32	25	21	26	135								
9	30	19	19	22	19	13	12	8	9	6	136	37	36	43	33	39	188	31	20	24	23	18	19	15	9	10	10	8	156	35	46	46	33	38	198									
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12	42	18	13	26	16	18	10	8	9	10	6	134	36	37	37	32	30	172	32	18	17	21	15	15	10	8	8	10	7	129	35	42	42	37	35	191								
13	34	18	21	24	16	14	9	10	9	12	6	139	32	35	41	31	39	178	36	14	20	25	17	18	11	10	6	8	5	134	34	35	36	18	26	149								
14	28	15	19	18	12	13	5	9	7	6	111	33	35	38	30	32	168	34	13	19	22	14	16	11	8	7	8	5	123	35	33	31	26	30	155									
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16	36	17	14	24	14	11	12	6	9	8	5	120	36	34	44	32	31	177	30	16	14	24	13	14	13	9	7	6	7	123	32	34	31	30	28	155								
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19	30	19	21	23	17	13	9	9	7	6	118	36	38	39	31	29	163	32	15	13	22	16	18	11	8	6	9	6	124	43	33	38	40	37	191									
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66	30	19	19	23	12	17	14	9	9	8	8	139	32	39	33	23	40	167	34	16	21	24	15	16	11	6	6	9	7	131	33	35	42	25	30	165	
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69	38	17	16	25	18	13	7	6	8	7	136	33	37	39	38	35	182	32	18	14	24	16	11	6	5	8	9	122	39	41	37	23	36	176			
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73	30	17	21	20	14	9	6	8	9	8	126	36	40	32	41	32	181	34	13	18	20	13	13	11	7	9	8	10	122	36	33	35	28	32	164		
74	34	19	20	21	17	11	13	9	7	8	8	133	32	34	33	28	32	159	36	18	19	24	16	15	9	8	7	8	8	132	34	42	46	38	40	200	
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79	34	16	15	24	15	8	9	9	8	9	8	128	33	42	50	48	35	208	30	17	12	20	13	14	12	8	8	9	7	120	38	39	38	27	36	178	
80	28	17	20	23	17	13	11	8	9	8	6	132	37	36	44	27	35	179	32	18	14	24	13	15	11	7	8	9	8	127	37	38	36	25	37	173	

SN	Emotional Intelligence										Mental Health										Emotional Intelligence										Mental Health									
	AM	A	B	C	D	E	F	G	H	I	J	TOTAL	REA	JFL	AUT	ES	SM	TOTAL	AM	A	B	C	D	E	F	G	H	I	J	TOTAL	REA	JFL	AUT	ES	SM	TOTAL				
1	28	16	15	21	14	11	13	8	6	8	9	121	31	40	34	27	34	166	32	13	22	13	13	9	7	6	7	8	120	37	33	35	28	33	166					
2	32	18	17	24	12	15	11	8	7	4	9	125	37	35	38	28	36	174	36	19	19	26	16	17	15	8	10	9	149	36	38	38	45	22	175					
3	46	16	16	21	14	15	10	6	7	3	6	119	35	38	38	32	32	181	38	20	25	25	18	19	14	6	9	10	5	151	35	34	38	32	39	178				
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7	38	17	22	27	17	16	10	8	9	8	8	142	35	42	41	42	40	200	38	16	18	24	14	14	8	8	8	8	8	126	34	36	35	30	36	171				
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13	32	18	20	26	16	13	10	7	8	7	7	132	39	37	38	32	29	175	39	18	17	25	17	16	9	10	8	9	139	36	42	40	38	36	192					
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17	30	18	17	19	12	12	10	5	6	7	8	114	39	32	34	28	35	168	30	19	20	23	19	17	11	9	10	8	8	145	32	47	45	39	35	198				
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19	34	20	22	20	16	13	9	7	9	5	6	127	38	40	33	34	31	176	34	17	12	25	13	14	9	4	8	6	7	115	39	35	41	42	37	171				
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78	38	16	9	18	15													

SN	OBC Male										OBC Female																									
	Emotional Intelligence					Mental Health					Emotional Intelligence					Mental Health																				
	AM	A	B	C	D	E	F	G	H	I	J	TOTAL	REA	JFL	AUT	ES	SM	TOTAL	AM	A	B	C	D	E	F	G	H	I	J	TOTAL	REA	JFL	AUT	ES	SM	TOTAL
1	42	19	24	19	17	15	10	9	6	148	30	43	26	30	172	36	19	18	25	18	15	13	6	9	8	5	136	32	35	41	31	39	178			
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55	14	17	18	27	15	19	10	10	10	10	146	35	38	40	14	34	161	28	19	14	23	13	14	12	8	7	8	8	126	36	38	41	29	34	178	
56	40	16	17	21	17	14	11	8	7	8	7	126	39	37	36	27	28	167	38	18	16	27	18	14	13	8	7	8	7	136	36	42	40	30	32	180
57	40	19	12	16	13	16	10	6	7	9	8	116	36	45	36	29	31	177	34	19	19	21	18	16	13	8	9	10	8	141	34	34	28	39	39	180
58	32	14	10	22	13	13	8	6	7	7	108	34	36	30	27	30	157	30	20	23	25	19	17	11	9	8	6	9	147	40	47	46	32	37	202	
59	38	15	20	22	13	17	9	9	7	9	7	130	44	47	50	36	34	211	34	17	20	23	15	16	11	7	8	7	7	132	36	40	35	30	33	174
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61	42	14	13	26	17	20	12	10	7	7	8	134	38	36	31	29	29	163	36	17	21	22	16	14	10	7	7	8	6	128	38	35	35	22	32	162
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67	42	18	20	23	15	10	9	9	5	5	127	36	42	36	28	36	178	36	17	10	20	17	13	8	8	6	7	6	112	33	38	39	32	37	179	
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75	20	13	18	25	16	12	9	5	8	10	4	120	33	43	35	34	31	176	32	14	21	23	15	14	9	6	8	7	7	124	38	32	36	30	34	170
76	32	16	23	23	18	15	12	7	9	6	7	141	43	37	44	26	26	176	34	17	19	18	14	12	11	7	6	9	8	121	29	30	42	30	34	165
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79	36	14	20	23	14	16	9	6	7	6	7	124	40	35	40	31	31	180	32	16	17	22	17	13	10	7	5	9	6	126	39	35	34	21	30	159
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